

Journal of College Placement

Volume 16
Number 4

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MAY 1956

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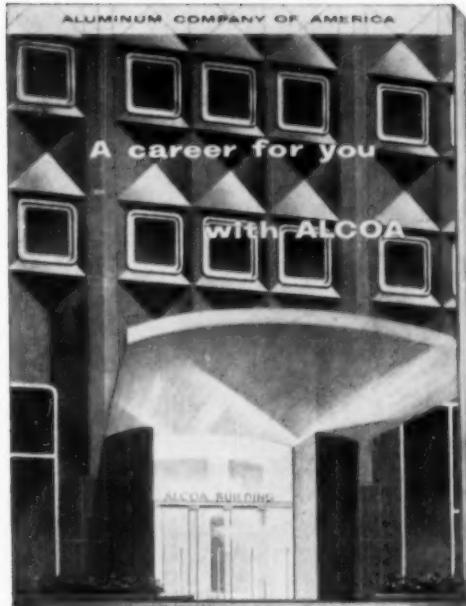
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this industry...
so REWARDING
its opportunities
...and so VARIED
the careers it offers**

Alcoa wrote this book to tell the story

Few basic industries can match aluminum for speed of growth and diversity of activities. And Alcoa sets the pace for the aluminum industry.

Because of this growth and diversity, Alcoa needs outstanding young engineers who, someday, will take over every important management function at Alcoa. Alcoa's book tells you this story.

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They can share in new and startling research and development triumphs sure to come from Alcoa . . . for these new engineers will work with research teams that developed such products as the first 330-kv transmission line . . . the first aluminum curtain walls . . . all the important basic families of aluminum alloys. Alcoa's new book outlines this exciting future.

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Write for your copy

Your Guide to the Best in Aluminum Value



Tune in the **ALCOA HOUR**, television's finest hour of live drama, alternate Sunday evenings.

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1828 Alcoa Building, Pittsburgh 19, Pennsylvania

Please send me a copy of *A Career for You With Alcoa*.

Name _____

Address _____

City and State _____

College _____ Degree _____

Date of Graduation _____

Journal of COLLEGE PLACEMENT

Published four times a year by the College Placement Publications Council

Editor . . . ROBERT F. HERRICK Editorial Policy Advisor . . . LEITH SHACKEL

Publication Offices . . . 35 E. Elizabeth Avenue, Bethlehem, Pennsylvania.

A Time For Boldness . . .

Although educators and industrialists alike have been concerned for a number of years about our shortage of scientists, only recently has the matter attracted national attention. Even more recently has Russian superiority in technical manpower become a new concern in the cold war.

Among voices raised on these questions has been that of General David Sarnoff, chairman of the board of the Radio Corporation of America. As quoted on pages 39-40 of this issue, General Sarnoff suggests as a partial answer an educational "reserve" in which qualified individuals now employed by industry would be released, with pay, for temporary teaching assignments in their local schools.

We do not propose here to labor the General's suggestion. Among the more obvious hurdles it will have to clear is that of teacher certification which already deters a considerable corps of otherwise available individuals. From the opposite point of view, the individual who is "chosen" to spend a year in educational service may be something short of enthusiastic if his absence jeopardizes, or even threatens to jeopardize, his chances of being on hand for career opportunities arising in his firm.

The suggestion certainly commends itself for its inference that the Radio Corporation of America endorses a plan which would put industry squarely in a position of underwriting what General Sarnoff describes as ". . . the restitution by business of personnel it has siphoned off from the school system."

Actually, there are several approaches to an improvement of our educational picture in both our schools and colleges. The Sarnoff approach is among those which would make physical adjustments to supplement our teaching capacity—admittedly an emergency measure. A second avenue is that chosen by the Ford Foundation in providing its recent gift of over two hundred million

(Continued on page 112)

JOURNAL OF COLLEGE PLACEMENT is issued four times a year—October, December, March, May. Single subscriptions are \$4.00 a year. Entered as Second Class Matter October 21, 1940, at the Post Office at Philadelphia, Pennsylvania, under the Act of March 3, 1879.

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PRINTED IN THE UNITED STATES OF AMERICA

What young people are doing at General Electric

Young chemical engineer works on new ways to make silicones

Silicones are a new class of man-made chemicals with very unusual properties. Made from sand, they assume the form of rubber, grease, oil and resin. Under extremes of heat and cold, the rubber stays rubbery, the oil oily. Silicones added to fabrics make them exceptionally water-repellent. Silicone makes waxes spread easier . . . paints almost impervious to weather.

One of the men responsible for finding new ways to produce silicone products is 26-year-old Frank V. Summers.

Summers' Work Interesting, Important

As process engineer of the Silicone Products Department, Frank Summers first compares the results of small-scale, pilot-plant experiments with the production methods in actual use. Then, using his own knowledge of chemical-engineering principles, he designs faster, more efficient and more economical methods of producing silicone products. Frank Summers' excellent training, diversified experience and outstanding personal qualifications make him a valuable contributor to this engineering team.

25,000 College Graduates at General Electric

When Frank Summers came to General Electric in 1949, he already knew the kind of work he wanted to do. Like each of our 25,000 college-graduate employees, he was given his chance to grow and realize his full potential. For General Electric has long believed this: Whenever fresh young minds are given the freedom to make progress, everybody benefits—the individual, the company, and the country.

*Educational Relations, General Electric
Company, Schenectady 5, New York*

FRANK V. SUMMERS joined G.E. in 1949 after receiving a B.S. in Chemical Engineering at Iowa State University the same year. He also graduated from G.E.'s Process Technology program and other specialized courses.



Progress Is Our Most Important Product

GENERAL  **ELECTRIC**



THERE'S A PLACE FOR YOU ON THIS TEAM!

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The North America Companies are leaders in the Property and Casualty Insurance industry. The parent company of the group, the Insurance Company of North America, was founded in 1792 and is the Nation's oldest and largest stock fire and marine insurer.

The goal of the North America Companies is to expand their insurance service to keep pace with the growing economy of the Country and the world. Your opportunity lies in this expansion program.

The North America Companies offer you PLANNED, SALARIED CAREERS in the fields of underwriting,

claims and adjustment, staff and service, and as field representatives. In all cases, no selling is involved. In each of these positions you will receive intensive, expert training prior to assuming immediate and interesting responsibility. Your opportunities will be limited *only* by your own initiative and ability.

Investigate a planned, rewarding career with a Company, of outstanding reputation and financial strength, that has been performing a vital public service for over 160 years.

Full details concerning you and THE NORTH AMERICA TEAM may be obtained by writing to:

H. PAUL ABBOTT, DIRECTOR OF EDUCATION
North America Companies
1600 Arch Street, Philadelphia 1, Pa.

NORTH AMERICA COMPANIES



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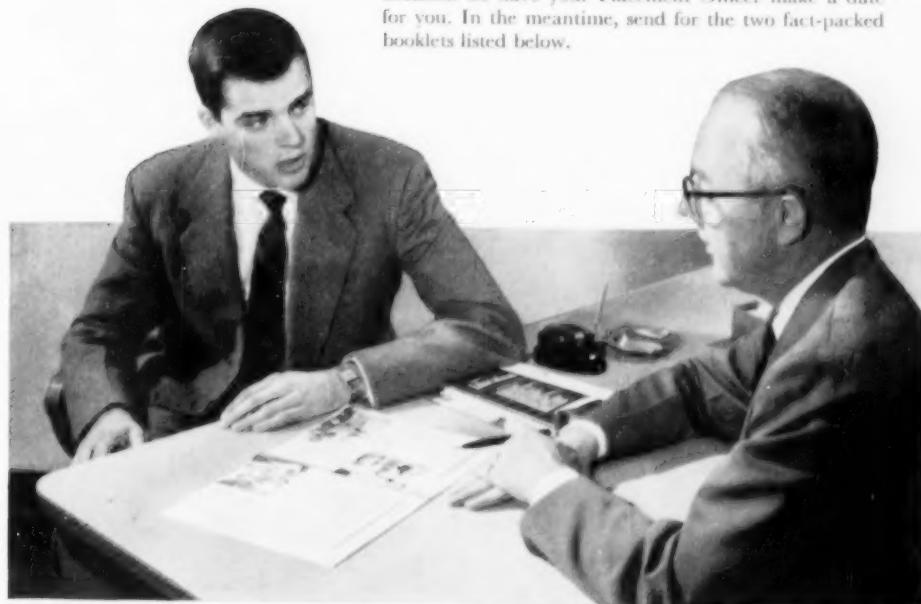
Talk To The Man With The Facts about careers at Westinghouse

You'll soon have to make that crucial decision . . . where to start your career. But, before you decide, be sure to talk with the Westinghouse Man With The Facts.

Ask him about career opportunities at Westinghouse . . . the million-dollar Educational Center with its complete training program . . . how you can select the career you prefer . . . Master's and Ph.D. degrees at Company cost . . . chances for advancement . . . how other young men made fast progress. He can tell you . . . he has the facts.

You'll want to know, too, about the big Westinghouse expansion program, and how it offers you exciting opportunities for growth. And, about interesting and rewarding work in such promising new fields as atomic power . . . semiconductors . . . automation.

A frank talk with him will help you make a sound decision. So have your Placement Officer make a date for you. In the meantime, send for the two fact-packed booklets listed below.



G-10293

**YOU CAN BE SURE...IF IT'S
Westinghouse**

Ask your Placement Officer about career opportunities at Westinghouse, and write for these two booklets: *Continued Education in Westinghouse* (describing our Graduate Study Program) and *Finding Your Place in Industry*.

Write: Westinghouse Electric Corporation, Educational Department, Ardmore Boulevard at Brinton Road, Pittsburgh 21, Pennsylvania.



Successful Careers with the McGraw-Hill Publishing Company

McGraw-Hill is today's largest publisher of business and technical magazines—the third largest publishing organization in the country. Our growth continues upward because we deal in *ideas* which have to do with the work of the world. And, the world's work is expanding each day.

People are the mainstay of our business. We are continually seeking new talents and new ideas. We want people who will grow with us.

For those with editorial ambitions and abilities, there are many opportunities on our thirty-four business publications—both domestic and international. Our Book Company also requires editorial talent for the exacting, yet exciting, process of publishing books.

For men seeking non-editorial careers, McGraw-Hill offers an excellent Advertising Sales Training Program. College men selected for this program

receive thorough on-the-job training at our New York headquarters or one of our many district offices located throughout the United States. Another vital part of our sales picture is the "college traveller" who contacts leading colleges for our Book Company. Other non-editorial jobs for college men and women come under these classifications: Art, Circulation, Accounting, Purchasing, Personnel, Research, Economics and Promotion.

We have just published a 20-page brochure, **SUCCESSFUL CAREERS IN PUBLISHING AT McGRAW-HILL**. It fully describes our sales and editorial opportunities; what qualifications we look for; training programs; and other details. From it, you will also get a good idea of McGraw-Hill—its history, future, organization, facilities, products, personnel policies and philosophy.

Write us for "SUCCESSFUL CAREERS..."
Address: Director of Personnel, Department AC

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The Challenge of Advertising

*... An inside analysis of advertising as a career—
seen from the vantage point of 16 practitioners*

GEORGE O. LUDCKE, JR., Manager
Minneapolis Branch, Calkins & Holden
Advertising Agency*

I suppose most of us are aware that advertising, as we know it today, is a relatively new field. Its major growth has paralleled development of the mass production economy that has characterized this century. In fact it is generally conceded that modern advertising techniques, utilizing the tremendous audiences of modern publications, radio and television networks, have made a major contribution to this mass production of goods. And this mass production has, in turn, brought the American living standard to its present unprecedented high level.

Dexter Keezer, Vice President of the McGraw Hill Publishing Company, notes that the total volume of advertising in this country is now running at \$8,500 million per year. He predicts that this figure will reach \$14,500 million annually by 1970. The much discussed subject of automation, which has been defined as the running of machines by machines, will certainly increase production tremendously in our lifetimes. And increased productive capacity calls for better distribution and greater consumption. So it would

appear that advertising will play an increasingly important role in the latter half of this 20th Century, for it plays a vital role in the stimulation of increased consumer demand.

This is a good time to point out that the term "advertising" covers a very broad field of activities. It might be helpful if we break the field down into four main categories:

1. *The Client*—this is the organization, which wishes to advertise its products or services. Jobs with the client or advertiser depend upon its size and the importance of advertising in its scheme of business. Some of America's large corporations have very large advertising departments which employ personnel in many areas such as media, art, copy and research.

2. *The Advertising Agency*—this is a specialized type of business which has developed almost entirely since 1900. Its function is primarily to provide the advertising client with skilled professional talent who specialize in producing and placing advertising in the various media available. The original means of compensation for the agency, and still its chief source of income, is the 15% discount allowed by advertising media on advertising

*From an address at the 22nd Careers Conference of Carleton College—November 16, 1955.

time or space placed by the agency in behalf of a client. Agency services have expanded greatly over their primary function and now often include research, sales planning, merchandising, publicity and public relations services to the client. This latter type of activity is often paid for on a fee basis.

3. Advertising Media—I have already referred to "advertising media." These are simply the various forms of public communications which act as the carriers of advertising. Among the more important, of course, are the newspaper, magazine, radio and more recently, the television program. Without question, the greatest single factor in providing this country with its outstanding entertainment and information facilities via newspaper, magazine and the air waves, is the fact that these media are in effect "subsidized" by the American advertiser. His support makes them available to the public at minimum cost and effectively counteract any tendency toward a government monopoly on news and entertainment channels.

4. Advertising Suppliers—this final category includes all those engaged in the numerous businesses which exist to service the needs of those who create advertising. In this group are included the printer, the engraver, the maker of films, the radio and television "talent", to name just a few.

Knowing that the ideas of successful people actually engaged in various phases of advertising might be very beneficial, I asked a number of them for their views on "what makes a good advertising man or woman." They were most cooperative and the following thoughts cover the thinking of men engaged in several different phases of the advertising profession.

ROBERT W. ROBB

Supervisor, Prudential Insurance Account and
Regional Office Co-ordinator
Calkins & Holden, Inc.

The definition of "advertising man" has become a vastly different thing today from what it was 25 years ago. The field is now

highly specialized. Some of the departments within an advertising agency alone are:

Research—requires statistical background

Media—requires knowledge of magazines, newspapers, radio, television and billboards

Production—requires knowledge of graphic arts, suppliers

Copy—requires creative skills, writing ability and imagination

Art—requires working knowledge of layouts, art techniques

Radio and Television—requires specialized knowledge of these media

Publicity—requires newspaper, radio, TV and magazine contacts, plus specialized writing ability

Public Relations—requires knowledge of individual and mass motivations

Account Executive — requires working knowledge of human relations

Qualifications for these specific jobs obviously vary widely. Type of personality necessary for these different jobs even varies. For example, a research man engaged primarily in sifting data and figures does not need quite the same degree of finesse in getting along with people that is required of an account executive.

So it would be wise, if you are considering the advertising agency business, to learn more about these different specialties within that segment of the advertising profession—and then see how your aptitudes stack up.

JACK CORNELIUS

Retired Executive Vice-President in charge of
Western Offices of BBDO and currently
President of American Heritage Foundation

Early firsthand experience in retail sales outlets is very valuable to anyone going into advertising. Jobs in stores, filling stations, or as door-to-door salesman will all help you understand people's reaction to various sales

and advertising appeals. This is true for both writer and account executive.

Young men and women should *plan* their careers deliberately. They should determine as soon as possible what they really want to get out of life. Because job choice affects *where* and *how* and *why* you live.

Always remember that the really *big* people in business are anxious to help young people and to talk to them. There will always be openings for *good* men.

Have faith and confidence in the future. Look for opportunity and challenge, not just security in your job choice.

SAMUEL C. GALE

Retired Director of Advertising and
Public Relations, General Mills, Inc.

Like people individually and in the mass. Study people at every opportunity. *Know* people.

Science of psychology is very important, both practical and clinical. "Motivation Research" is simply the study of why people do the things they do. This is the key to effective advertising.

There are no pat answers in advertising as there are in pure statistical research for example. Practitioners must keep up with trends, modes, habits, fads of people.

Perfect yourself in the arts of communication. Written and spoken message both important. Audio-visual impression (TV) is becoming increasingly important.

Learn to write and speak forcefully, briefly and effectively. It is harder to write a good one-page letter than two-page letter. The pace of modern business makes this a must.

H. D. BISSELL

Director of Merchandising,
Minneapolis-Honeywell Regulator Company

I have always felt that the greatest value any young man can receive from a college experience is general development of his personality, his ability to think creatively, his broad understanding of major problems of



Helpful Free Booklet For Your Students

Again this year we are interested in talking to seniors and graduates completing military service about challenging opportunities being offered by the Connecticut Mutual Life Insurance Company.

A copy of our booklet describing these opportunities is yours for the asking.

We are particularly interested in the liberal arts graduate who is seeking an opportunity in the sales or management field.

Please address inquiries to Horace R. Smith, Superintendent of Agencies.

The Connecticut Mutual
LIFE INSURANCE COMPANY - HARTFORD

the world in which we live, and his ability to get along with other people.

In other words, a college education to me is most valuable in terms of producing the well-rounded citizen and business leader. Of course, there are notable exceptions to such a statement. Training for the profession of law, engineering, accounting, medicine and others is completely necessary in a specialized form.

It has been my personal experience, in terms of developing the good advertising man, that there is no substitute for a progressive, well-documented experience. I think a young man must learn by doing, seeing and observing in the advertising business. The individual who can do this by moving in relatively orderly fashion through the various divisions of a substantial advertising agency is, I believe, in the most fortunate situation to become this well-rounded individual.

I will grant that there may be some value in a theoretical advertising education as it applies to technical details of such things as production, cost scheduling and the basic tenets of good writing. But I have found that the actual application of this information, before the young man is mentally set through experience, is of somewhat shallow value. Others will not agree with me on this point and I would probably vote for a course in advertising in college if it did not cost any more or did not interfere with a cultural and liberal arts education.

As an extra-curricular thought, I might add that the man who through circumstances has both a well-rounded experience, plus several years in advertising department of a substantial manufacturer, is probably the chap who has been most fortunate and will have a good understanding of advertising and merchandising problems.

AL WHITMAN
Executive Vice-President
Campbell-Mithun Agency

Attributes of a good account executive:

No particular background seems to be a requisite.

Should know how to think.

Should like to sell.

Should have organized mind—be able to make logical presentations.

Train self to be a businessman so he can think in terms of client—this ability comes from experience.

Background of economics helps also in this respect.

Should have desire to accomplish, to meet challenges successfully.

Be unselfish—think in client's, as well as agency's terms.

Should be curious about things—not make snap judgments. Should ask "why" frequently.

Should see things in a store, in public gatherings and be able to apply them to advertising problems.

C. W. PLATTE
Manager of Public Relations,
General Mills, Inc.

A public relations man's greatest attributes, in my opinion, are as follows:

The ability to discern intelligently public opinion trends, motivation factors, and the relative value of various communication techniques.

Creative ability related to the field of mass motivation and stimulation.

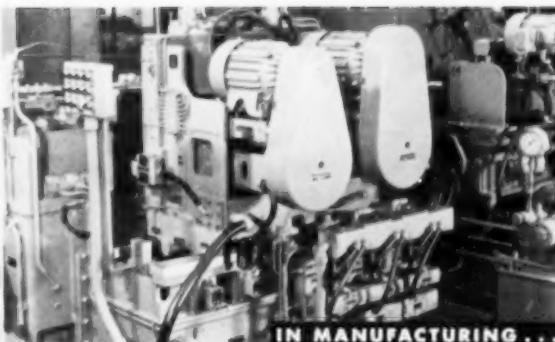
A pleasing personality, a liking for people and the ability to work with them.

Ability to write fluently, to speak fluently, and to express and do these things with conviction and sales force.

GORDEN MALEN
Advertising Manager,
First National Bank of Minneapolis

Find out as early as possible in life what advertising is like. Get acquainted with those who already are in the field. Whenever an opportunity presents itself, stop in and visit advertising agencies, departments, etc.

Even better, try to get a job in the field during summer vacations. This may not be



**Graduates can
build "tomorrow"
at
Allis-Chalmers**

ONLY at Allis-Chalmers can your graduates find all these broad career possibilities: growth with all the world's basic industries . . . choice of training assignments . . . opportunities in a variety of engineering fields.

A-C's Graduate Training Course allows them to develop engineering skill through application of theoretical knowledge. For example:

THERMODYNAMICS—steam turbines, internal combustion engines.

ELECTRICITY—transformers, motors, generators.

HYDRAULICS—hydraulic turbines, centrifugal pumps.

—and many more make up a course designed to develop leaders in research, engineering, production and sales.

Get more information from the Allis-Chalmers representative visiting your campus, or write Allis-Chalmers, Graduate Training Section, Milwaukee 1, Wis.

BASIC INFORMATION about Allis-Chalmers GTC



5024

THE COURSE—Offers maximum of 24 months' training. Established in 1904. Recognized as a model for industry since that time.

OBJECTIVES—Program is designed to put the right man in the right job, develop men of management caliber.

OPTIONAL PROGRAM—Trainee plans own program and may revise it with changing interests. Competent counselors are always available.

RESULTS—Many members of Allis-Chalmers management team are graduates of this program.

easy, but it might be possible on a part-time basis. Don't let salary be a consideration. Ask questions continuously. If you are genuinely sincere, folks won't mind answering them.

Find out as early as you can whether you have any aptitude, or liking, for advertising. Do you like to write? You can find out by working on the school paper. Any interest in layout or design? Take a couple of commercial art courses. To my mind there's nothing more tragic than a person who has spent four years in college majoring in advertising, only to graduate and discover that he or she doesn't like this kind of work—"it's not at all like I thought it would be."

Take the 4-A test at an early date. The results may be of great assistance in orienting yourself in relation to an advertising career.

Don't expect to walk right into a good advertising job or, for that matter, any advertising job. More people than not enter, not through the front door, but through a side or back door. You may be better off in the long run by starting with a job on a paper, radio station, magazine or something similar. That way you'll have a chance to get better acquainted with advertising people and they'll get to know you, too.

HENRY ARNSDORF
Advertising and Public Relations Director,
North Central Home Office of
Prudential Insurance Company of America

Attributes of a good advertising man:

Basic integrity—the ability to divorce profit motive from recommendation to the client.

Emotional stamina—ability to "roll with the punches" in day-to-day business activities.

Liberal Arts education—followed by graduate studies in marketing and advertising courses, such as offered by schools of commerce. Basic economics, minors in English and Composition. Selling ability—it is necessary to sell both yourself and your ideas in advertising. Psychology—courses dealing with human relations are very helpful.

Ability to speak well—to express yourself.

Basic fundamental knowledge of graphic arts and communications; reproduction processes; ability to evaluate art work.

GEORGE H. ALARIK

Advertising Manager,
Minnesota and Ontario Paper Company

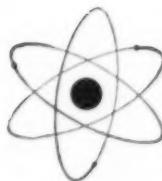
When you enter this business of advertising, there is just no telling where you will end up. By that I don't mean that your success will be a pure accident. Certainly you can, through your ability and performance, accelerate your progress and force opportunities to come your way. I am speaking more of the direction your career takes that will determine whether you end up being a copywriter, creative chief, production man, media salesman, account executive, merchandise manager, sales promotion manager, etc.

If you love the business enough to become completely engrossed in it . . . if you have imagination and intelligence . . . and if you have a deep appreciation and understanding of people, chances are way in your favor that you will end up being successful. After all, that's what this business of advertising is all about—persuading people to think what you want them to think and do what you want them to do.

I think the thing that makes advertising so fascinating and challenging to me is that there is no one right way to do the job. From the earliest planning stages on through to the end, you must use your imagination. And what a wonderful and wide variety of techniques, mediums and tools of the trade you have to work with.

So my advice to you—if you want to try this business—is don't start out with too definite a course in mind. Start out by finding the most challenging advertising job available. Learn everything you can, not only about that job, but about the whole business. And work hard. Tackle every job as if it were your career—and the future will take care of itself.

RCA,
World Leader
in Electronics,
Opens the Future
for Your Graduates



**for graduates and
returning servicemen
with Bachelor or Ad-
vanced Degrees in
EE, ME, or Physics**

RCA has openings
in Fundamental and
Applied Research,
Development and Design.

To college and university place
ment officers across the nation,
RCA's sincerest compliments on a
job well done. Both college
students and industry benefit through
the years from your skill in
directing the right man to the right job.

As always, you can count on RCA for
all the cooperation we know how to give.

Radio Corporation of America
College Relations Dept. A-7E
Camden 2, N. J.



ROGER HOLT

Advertising Director and
Sales Manager of Men's Division,
Munsingwear, Inc.

Cultivate the capacity for hard work. Good health is also essential.

Important to get job in some related field (such as newspaper) to get basic experience, familiarity with basic physical process involved in the creation of an ad.

English, practical mathematics, a feeling for art layout, are all important.

Know sources of supply—printers, engravers, studios (art and photo), media people.

Ability to take orders—a necessary prerequisite to knowing how to give them.

LEO BURNETT

President,
Leo Burnett Agency

One common denomination I have observed in highly successful creative men in our field—an almost passionate curiosity about things. This curiosity expresses itself wherever their activities take them. In looking for creative people, I am always most interested in those who have an almost naive curiosity about life.

GEORGE RUNGE

Commercial Artist and
Former Art Director, McCord Agency

Tremendous changes have taken place in the definition of an advertising man in the last 25 years.

Formerly he was engaged primarily in selling a product—now selling ideas.

Ad man is becoming more of an educator.

There is need for a broad background and an understanding of human beings, if a person is to be a really successful advertising man or woman. This is true of a good artist also. Their technical skill is important but it must be wedded to an imaginative mind—capable of visualizing ideas—if their efforts are to be more than just mechanical.

JOHN SWEETNAM

Sales Executive,
Minneapolis Engraving Company

Advertising is a sales force in itself—a basic tool of business growing more and more important in the competition of modern business.

Specialized knowledge required and objective, outside viewpoint, calls for agency help in preparing effective ads.

Traits necessary for good production man:

1. Conscientiousness, honesty, capacity for hard work.
2. After these traits, comes mechanical knowledge which can be acquired by visiting shops, taking short courses, etc.
3. Humility means you can get extra help from supplier when necessary. Builds up "credit balance."

Successful man learns to delegate work to "eager disciples"—man who tries to do it all bogs down in welter of details.

DONALD OPPDAHL

Member of Calkins & Holden Agency,
Minneapolis Branch

Understanding of Human Behavior: Unless you understand human behavior, you cannot expect to develop an advertising campaign that will achieve its goal; that is, getting the consumer to buy your product or service; therefore, having the human behave in a certain way.

Intelligence: The ability to analyze a situation and come up with the best *working* solution to a problem.

Imagination: An intelligent man may recognize that one problem may be similar to another and could rely upon previous solutions, but with imagination he arrives at a solution that is not only different but serves the purpose best.

Other Valuable Attributes:

Sense of humor—you have to be able to bounce back. Very few things are accepted whole, many are rejected completely.

thank you...

thanks for aiding us in meeting your graduates.

KROGER PERSONNEL MANAGERS, headquartered in major cities of the mid-west, continue throughout the year our search for executive talent. We will always appreciate your help in meeting graduates, alumni and veterans who are eager for a career with a future.



FOR CAREERS

THE KROGER CO., GENERAL OFFICES
35 EAST 7th ST., CINCINNATI 1, OHIO

Ability to work under pressure—Deadlines are constantly facing you.

Objectiveness (partially fits under intelligence)—you must be able to see all sides of a problem without prejudice and evaluate them with respect to their importance.

Ability to take criticism. Very few criticize to be mean—realize this and accept a person's criticism in the light that he is trying to help you improve.

Honesty—Most important of all—ability to be honest with yourself.

G. O. LUDCKE, SR.
Insurance Business, Formerly
Newspaper and Graphic Arts Industries

Have good working knowledge of production processes involved; possibilities and limitations of an ad.

Know problems, time factors involved in art work, layout, typography, mats, plates, electros.

Suggest job in engraving house or print shop as a background.

Read all you can to develop general knowledge and background for creative efforts.

Good imagination is vital in advertising career.

Advertising is a highly varied, fast moving, and frequently exciting occupation. Because of the sometimes rather glamorous aspects of advertising that are visible to the public—the nationwide contests, the big name shows, the national campaigns—it is easy to assume that the whole profession is like that all the time. But like an iceberg, only about one-eighth of the advertising business is exposed to public view. Seven-eighths of the business is the solid hard work that lies behind every ad or finished product that comes into being. So the "huckster" connotation of advertising is frankly all wet—and the old copy-book requisites of hard work and application are quite applicable.

As most of these comments indicate, a liberal arts education is an excellent foundation on which to build the more specific skills and

job experience that will make a top-grade advertising person.

In advertising, as with many other professions today, it is vital to keep up-to-date—or actually a little ahead of date, since the business deals with current tastes and trends. In this connection education and training will never come to an end but will be a continuing thing—adding daily to the store of knowledge by which the individual earns a living, and lives more successfully.

The smaller the firm one starts with, the more varied the experience is likely to be, since the employees of larger businesses and agencies must specialize in order to function most effectively.

Advertising is primarily a business that calls for enthusiasm and optimism. There is little room for congenital cynics and pessimists. There used to be a popular song during World War II whose underlying philosophy pulled us through a lot of tough spots. It was called "You've Got to Accentuate the Positive."

That's what we do every day in this business of advertising and if the applicant is not built that way, maybe he'd better take a closer look at himself in relation to advertising. But if he is a "planter" instead of a "pruner" at heart—he'll love this business and make a good living at it. He'll also feel he's contributing something worthwhile to this great country of ours and its economy. And maybe when he hangs up his gloves at the end of a long and successful career he'll be able to say something as constructive and optimistic and positive as did Ernest Elmo Calkins, one of the Grand Old Men of the advertising business, when he wrote this:

"The difficulties that face the world are temporary viewed from the long result of time, and they are even more temporary to the young who have life before them than to us who may not live to see the brave new world they will make. If I am asked how I know things will become better, I can only say, they always have."

"Behind that belief is the rugged optimism that has survived seventy-eight years of living. I have seen many depressions come and

go. I was born in a depression; I graduated from college in a depression; I launched my own business in a depression. I have seen three wars. The first almost destroyed my younger brother; the second almost wrecked my business; the third is wreaking havoc on a plan of living carefully built up for my last years. But I still believe in the resiliency of the human race, in the innate integrity and decency of the average man. And above all, I believe in youth, in its latent ability to adjust itself to dismaying conditions and come through gallantly. While most of my life is in the past, I still live in the future; I look forward with eagerness and curiosity to what will happen. Most of the last seventy-eight years has been good; there will be at least as much good in the next. And as for my deafness, don't you think I have gained more than I lost?"

Suggested Reading

Printer's Ink—July 22, 1955

"Three Steps in Education of Admen"—Liberal arts

background—plus courses in advertising and marketing—plus internship rank high in opinion of *Printer's Ink* panel of ad experts on what subjects and training provide the best background for advertising.

Printer's Ink—August 26, 1955

"After Hours"—Maitland Jones, Vice-President—Sullivan, Stauffer, Colwell and Bayles. Requisites of a good copy writer.

Printer's Ink—September 2, 1955

"After Hours"—John D. Samter, Manager of Sales Research—*Farm Journal*. Need of concise organization in preparing verbal or written presentation.

Printer's Ink—September 23, 1955

"After Hours"—Robert Browne, Vice President—Marsteller, Rickard, Gebhardt and Reed. The dangers of "Robot" advertising.

Advertising Age—October 24, 1955

"Agencies Have Too Many Half Men, Says Needham in Plea for Liberal Arts Education," Maurice H. Needham—Board Chairman, Needham, Louis and Brorby.

Advertising Age—October 31, 1955

Procter and Gamble "Marketing Management" recruiting ad.

*for careers in
life insurance.
Specify
Massachusetts
Mutual*



Doing business in the 48 states and the District of Columbia, the Massachusetts Mutual offers a wide range of career opportunities to college graduates in many fields.

For details, contact:

MASSACHUSETTS MUTUAL LIFE INSURANCE CO.
Personnel Department Springfield, Mass.

Some Examples of Sylvania's
Engineering Diversification



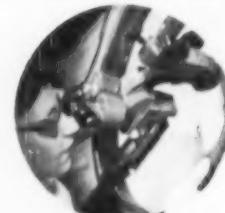
LIGHTING: Testing bulb light transmittance photometrically



RADIO: Subminiature tubes designed & developed at Sylvania



ELECTRONICS: Testing the characteristic of a counter tube



TELEVISION: Color screen inspection, microscope & ultra-violet light



ATOMIC ENERGY & RESEARCH: Compacting powders on new presses

What College Seniors Want Most They Get as Sylvania Engineers

Everyone knows that engineers are men with minds of their own. But when it comes to what they want in a job, they're in solid agreement (according to a recent engineering college survey). And what they want bears a marked resemblance to what they find at Sylvania.

1. ENGINEERS WANT:

Significant work where their engineering knowledge can be directly used

SYLVANIA OFFERS:

Sylvania believes you learn by doing—not by looking over someone else's shoulder or being bogged down in routine details. And so, engineering there is what you hoped it would be: You work on a project and see it through; your assignments are varied; and you're given responsibilities sooner than even you anticipate.

2. ENGINEERS WANT:

Company with challenging, diversified products

SYLVANIA OFFERS:

Sylvania's operations span the fastest-growing, most dynamic fields in American industry today. Products ranging from color television tubes to atomic reactor fuels...from powdered metals to advanced missile systems and microwave devices...from semi-conductors to photo-flash and Softlight bulbs, and many others...constantly present you with new problems, new challenges.

3. ENGINEERS WANT:

Desirable location

SYLVANIA OFFERS:

With 43 plants and 16 laboratories located in 40 communities in 11 states, Sylvania offers you a wide choice of locations in modern, progressive communities.

4. ENGINEERS WANT:

Advancement

SYLVANIA OFFERS:

In a company where planned expansion plays a vital role in management philosophy, advancement is a natural way of life. Under Sylvania's decentralized operations, new executives come to the fore quickly.

Down the line: **SALARY, BENEFITS, EDUCATIONAL OPPORTUNITIES**—the answer is the same: Sylvania has what engineers want!

Whether your interests lie in research, development, design, production or administration, you can find what you're looking for at Sylvania.

Why not make an appointment now through your College Placement Office...to discuss your career with the Sylvania representative when he visits your campus.

SYLVANIA
SYLVANIA ELECTRIC PRODUCTS INC.

1740 Broadway—New York 19, N. Y.

LIGHTING • RADIO • ELECTRONICS • TELEVISION • ATOMIC ENERGY

The Department Store Evaluates

*... A survey of significant factors in the choice of college
graduates as applicants for management training*

DWIGHT GENTRY

Associate Professor of Marketing,
University of Maryland

Each year our large department stores hire college graduates in the hope that they may be trained to assume management positions. In an effort to find out what factors are considered in evaluating the prospective trainee, and the relative importance of such factors, a selected group of department stores were surveyed. Questionnaires were sent to 72 department stores selected on the basis of size; with some consideration given geographical distribution. The very large stores were selected in the belief that such stores would be more likely to have a formalized program of selection and training. Replies were received from 49 of the 72 stores selected. The 49 respondents were located in 23 states.

Questionnaires were addressed to the Personnel Director and requested his cooperation as follows:

"The purpose of this survey is to investigate some of the factors that are considered in the hiring process. In the left-hand column you will find listed some of the more common factors that may be considered in evaluating an applicant. *These factors are not listed in*

any order of importance. You will note that space has been provided at the bottom of the column for you to list other factors which you may feel should be included. In the right-hand column you will observe a number of blank spaces. You are requested to consider the factors listed on the left and to select the *five* most important ones. When you have selected five, rank them in order of importance from top to bottom; using the spaces in the right-hand column . . . It is realized that you would perhaps consider all these factors in evaluating an applicant, *but the objective here is to get some idea of the relative importance attributed to each factor."*

Agree on Interview

The factors considered by the retailers, and the ranking of the factors are summarized in the table on the following page.

Inspection of the table shows the respondents to be in agreement regarding the importance of the interview as a means of evaluating the applicant. Only one of the 49 respondents would rank the interview lower than second in importance. No such agree-

**RELATIVE IMPORTANCE OF THE FACTORS CONSIDERED IN
EVALUATING THE COLLEGE GRADUATE AS VIEWED BY
FORTY-NINE DEPARTMENT STORE RESPONDENTS**

Factors pertaining to the applicant	Frequency of mention and rank as one of the five most important factors*				
	1	2	3	4	5
A. Personal appearance (physical features, dress, etc.)	4	8	20	7	4
B. Characteristics of the applicant as appraised in the process of interviewing (personality, interest in retailing, maturity, health, etc.)	43	5	0	0	1
C. Academic record in college	0	2	3	15	10
D. Character references furnished by the applicant	0	2	0	3	2
E. Past work history, if any	2	12	13	6	3
F. Participation in extra curricula activities in college	0	8	7	11	11
G. Course of study followed in college (whether degree in Business Administration, Liberal Arts, etc.)	0	3	4	4	5
H. Results of tests given the applicant (scores on I.Q. tests, aptitude tests, etc.)	1	8	4	1	8

* For example, personal appearance was considered the most important factor in evaluating the applicant by four respondents; the second most important by eight respondents; the third most important by twenty and etc.

ment exists relative to the importance of the other factors considered. None of the remaining factors was included among the first five chosen by all respondents. A composite ranking of the five factors considered of most importance by the retailers as a group shows the following:

1. Characteristics of the applicant as appraised in the process of interviewing
2. Personal appearance
3. Past work history, if any
4. Participation in extra curricula activities in college
5. Results of tests given the applicant

The composite ranking was obtained by a system of weighting. A factor was given a weight of 5 for a first place ranking, 4 for a second, 3 for a third, 2 for a fourth, and a weight of 1 for a fifth place ranking.

The retailers did not consider the student's academic record to be of sufficient importance to warrant inclusion as one of the five most important factors; however, many of them did point out that if the student's grades were "below average" such would constitute a negative factor in his selection. Very little emphasis was placed on the particular course of study followed by the student; with only 16 of the 49 respondents considering this factor of sufficient importance to include it among the

WHY YOU SEE SO MANY YOUNG ENGINEERS AT ARMA

Young men such as yourself find at Arma an attitude of respect for their professional potential...an atmosphere that considers their needs as important elements in their development.

Arma's Engineering Training Program is designed particularly for the Young Engineer. His personal, professional and technical development are given thorough consideration in his individualized on-the-job training.

Fascinating, rotated training assignments during the first year crystalize areas of keenest interest. All the while, these young engineers are given automatic salary increases.

Arma, as a leader in the engineering and production of advanced electronic and electro-mechanical equipment, has a wide variety of projects calling for diversified skills and background.

Nine famous colleges and universities are within easy reach of Arma... and the company encourages and assists its engineers to take courses leading to advanced degrees...to attend meetings of technical societies...to publish original papers—important factors in the speed of a young engineer's professional progress.

Long Island living is "pleasure living." A fast growing suburban community...diversified recreation and sports activities...world-famous beaches and parks...fishing and boating...all combine for peaceable convenience of suburban living. Yet downtown New York is only 30 minutes away.

See the ARMA REPRESENTATIVE

when he visits your campus or:

Send inquiries to:

Mr. Charles S. Fernow, Administrator of Technical Education

ARMA

Division of American Bosch Arma Corporation

Garden City, Long Island, New York

first five. Considerable emphasis was placed on the results of testing with 22 of the 49 respondents placing this factor among the first five. On the basis of the composite ranking, tests were fifth in importance. Thirty-seven of the respondents thought extra curricula activities to be of enough importance to warrant inclusion as one of the more important factors in selection.

Professors Are Polled

As a companion survey to that made of retail employers, an identical questionnaire was sent to a selected group of Professors of Retailing. Questionnaires were sent to 69 teachers of retailing; all of whom were employed at schools belonging to the American Association of Collegiate Schools of Business. Completed questionnaires were returned by 40 of the 69 selected. Teachers of retailing are co-partners with retail employers in stimulating interest in retailing as a career, and in the preparation of the student for managerial responsibility. It was felt that it would be of interest to discover the factors which teachers feel *should* be considered in evaluating the graduate as an applicant for a job with a department store.

The teachers responding showed a strong tendency toward agreement with the retailers relative to the major factors that should be considered in evaluating the graduate, and the rank accorded each factor. They were emphatic in agreeing that the interview ranks first in relative importance as a means of evaluation. While retailers considered personal appearance as the second most important factor, the teachers thought that past work history (if any) should be accorded this position with personal appearance ranked as a close third. Both groups attach about equal importance to participation in extra curricula activities, but teachers tended to differ from the retailers in the relative importance granted the applicant's academic record and the course of study followed. They apparently feel these factors to be of more importance than do the retailers. Surprisingly, the retailers attach more importance

to the results of tests than do the teachers who would not consider such results among the first five factors in importance.

Several of the professors replying mentioned the recommendation of a faculty member as an important factor in evaluation. No mention was made of this factor by the retailers. Both groups are in agreement that little significance should attach to character references furnished by the applicant.

Although limited in scope, it is believed that this study points out factors of significance to department store executives, to teachers, and to those students aspiring to a career in retailing. While the study dealt specifically with the department store field, it is probable that many of the views expressed by respondents relative to the evaluation of the graduate may be typical of employers in general who recruit management trainees.

From the viewpoint of the retailer, the emphasis placed on the personal interview is worthy of note. With this factor ranked first in relative importance, the employer must realize the necessity for making the interview a thorough one conducted by capable interviewers. Brief interviews carelessly conducted may terminate in a snap judgment detrimental to both employer and applicant. It is realized that the interview is conducted with other factors in mind, but the relative importance granted the interview would seem to indicate that the decision to hire may turn on the impressions obtained in a face-to-face meeting with the applicant.

Appearance Is Not Everything

It is generally agreed that most positions in retailing involve meeting and dealing directly with the public; especially in the early phases of on-the-job training. This perhaps accounts for the great importance attached to personal appearance. No one will deny that a good personal appearance is an asset in any position, but retailers should be careful not to overemphasize this characteristic. Occasionally a man with outstanding managerial qualities may not have an appearance as

formula for your future

As a leader in the rapidly expanding chemical industry, American Cyanamid Company offers an increasing variety of opportunities to men and women trained in chemistry and related sciences.

Cyanamid's broad research and manufacturing activities provide interesting and productive careers in the various branches of chemistry — organic, physical, analytical, biological . . . in chemical and mechanical engineering . . . in the biological sciences. In addition, there are many other types of work at Cyanamid in which technical training is important — technical sales and service, purchasing, product development, and market research.

College Placement Officers have been invaluable in helping students find the formula for their future with American Cyanamid. Our College Relations Representative will be seeking your advice and cooperation again in 1956.



College Relations Office

BUILDING FOR THE FUTURE THROUGH CHEMISTRY

favorable as one with less ability. Such a man might find his appearance a handicap while gaining sales experience as a trainee, but once advanced to a behind-the-scenes position his real capabilities may more than compensate for an unfavorable personal appearance.

The emphasis placed on past work experience is typical of business employment in general and requires little explanation. The consideration shown participation in extra curricula activities does deserve a word of comment. Employers should be cautious in regarding such participation as evidence of leadership. Every campus has its "joiners" and its "leaders." Campus politics may result in a student being elected to office who possesses little in the way of leadership capacity. The employer should also be cautious in evaluating the student who cites his extra curricula activities as an excuse for a poor academic record. This may very well indicate immaturity and a poor sense of values.

Record Deserves Attention

It is believed that the retailers surveyed could profit by paying more attention to the student applicant's academic record and the particular course of study followed. An analysis of the student's grade transcript will indicate those areas in which his ability may be strongest, as well as to indicate those areas in which he may be weak. The transcript may also be a clue to the applicant's interests—since students have some freedom of choice in the courses taken and are likely to make better grades on those subjects that prove of interest to them. Only 16 of the 49 retail respondents considered the student's area of specialization of sufficient importance to warrant inclusion as one of the five most important factors in evaluation. It is believed that something may be gained by giving more consideration to this factor. Few people would contend that college courses in retailing are a substitute for on-the-job experience but the student taking courses in retailing may gain benefits such as the following:

1. He has a chance to learn what retailing is all about, thus he is in a better posi-

tion to decide if he wants retailing as a career. If he dislikes retailing it is much better that he find it out in school rather than on the job.

2. Courses in retailing familiarize the student with the scope of retailing, its problems and terminology.
3. There are certain accepted principles of retailing that may be taught in the classroom, and these serve as a good background for on-the-job training.

The survey brings out certain points that should be of interest to teachers of retailing. The factors considered by the department store respondents in evaluating the applicant, and the relative importance attached to these factors, gives the teacher a clue as to what the employer is seeking. As indicated earlier, teachers surveyed are in general agreement with the retailers on many of the important factors. The fact that teachers would place relatively more emphasis on academic achievements and the course of study followed, indicates a need for teachers and retailers to get together on the importance of these factors. While teachers placed more emphasis on the course of study followed than did the retail respondents, they did not (as a group) consider this as one of the major factors. This might be interpreted as indicating that many teachers do not have confidence in their own ability to assist the student in preparing himself for a specific career. This may indicate the need for a re-examination of objectives on the part of teachers of retailing and college administrators.

The teachers surveyed did consider the student's academic record as one of the more important factors in his evaluation; however, many indicated that concern over this factor would occur only if the student's grades were below average. The tendency for retailers and teachers to regard the *average* grade as satisfactory—and to imply that grades higher than the average are of relatively little importance—places a responsibility upon educators to strengthen the "average" grade. There is already evidence in colleges and

ENGINEERS, METALLURGISTS, PHYSICISTS

an opportunity

...to share the progress of a Company whose motto is:

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To an engineering graduate

Grow with a Company big enough to give you all the things you've hoped for or dreamed about, worthy of all your talents and creativeness.

Think it over. Consider the one-year training program, the chance to progress to supervisory and executive positions, the excellent employee benefits . . . all yours in a wonderful section in which to live. Write or call for more information.

Tremendous expansion program

P.E. is growing, adding new generating and distributing facilities at the rate of over \$1 million a week. This has been going on since World War II; it will continue at an accelerated pace for many years to come. Be a part of this march of progress. Help design and build the new plants, substations, transmission lines.

The field is broad

Engineers at P.E. are concerned not only with all phases of engineering, design, and construction in supplying electricity, gas, and steam to customers, but also with research, market analysis, and customer utilization. Your talents may fit here. Or perhaps you belong with those working with electronics applications or atomic power development, in which P.E. is taking a leading part.



Creative group approach to engineering problems speeds progress on the job.



Interested, experienced older employees will help you get the right start with P.E.

PHILADELPHIA ELECTRIC COMPANY

GEORGE L. HARVEY, JR., Director Employment Division

Philadelphia 5, Pa.

universities that emphasis on the desirability of the average grade may be causing students with outstanding ability to aim at mediocrity rather than maximum achievement.

The survey brought out many points that should be of interest to the graduate seeking a career in the department store field, other types of retailing, or perhaps in the general business area. The importance of the personal interview as a factor in getting a job has been emphasized. The ability to carry on an intelligent conversation and to convey one's ideas with clarity is a key factor in any interview. Courses in English grammar, public speaking, and other courses that develop these capacities in the student are all too often regarded by the student as evils foisted upon him by those who would interfere with his preparations to make a living. There is nothing more important in preparing one's self for a career—any career—than the development of the ability to speak and write.

The value placed on personal appearance should not be overlooked. The student should not wait until the day before an interview to improve his appearance. Good manners and a well-groomed appearance are matters of habit and cannot be brought out for special occasions.

Every graduate who has sought a job knows the emphasis placed on work experience. The employer regards work experience as evidence of initiative, stability, and a willingness to work; he probably regards such experience as the most concrete evidence available in evaluating the applicant. Any type of work experience is better than none at all; but if one is interested in a particular

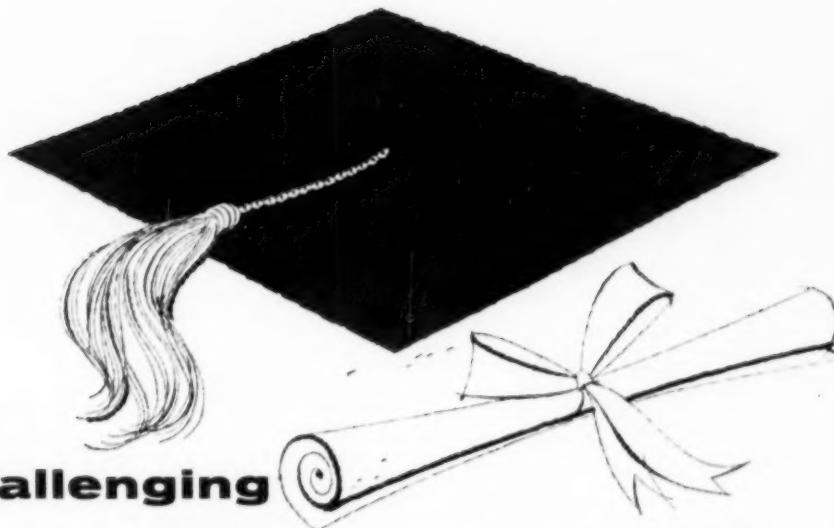
type of work (retailing, for example), summer work or part-time work with a going business can be a big factor in securing a position.

The student should avail himself of the opportunity to participate in extra curricula activities and benefit from the experiences thus encountered. But the student should not be misled into thinking that such activities are a substitute for the more fundamental aspects of education. Company representatives now visiting campuses are recruiting in a "tight" labor market, and when they de-emphasize the importance of grades it may mean that they have simply lowered requirements in view of the competitive situation. The ideal applicant is the well-balanced student: if he is tops in grades and in campus leadership he is preferred to the man who is balanced at the middle, or lower levels.

In evaluating the college graduate as an applicant, the department store employer considers the personal interview as the most significant factor. Personal appearance, past work history, participation in extra curricula activities, and the results of test are other major factors considered in the evaluation. Factors such as the academic grades made by the applicant, and the particular course of study followed, are also considered but are not accorded the importance given the factors mentioned above. Teachers of retailing are in general agreement with the employers, but would place relatively more emphasis on the student's academic record and the course of study followed. It is believed that employers and teachers may benefit from a further study of the factors discussed in this report.



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LIFE INSURANCE COMPANY
WILMINGTON • DELAWARE



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careers for your graduates
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Crucible is the nation's foremost producer of special steels, including tool and high speed, alloy and stainless, magnet and spring, and many, many others. Also, through its affiliates, Crucible produces titanium products and vacuum-melted alloys—products whose modern applications have only scratched the surface.

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A career at Crucible is a challenge. May we talk it over with your graduates? *August A. Marquer, Jr., Company Supervisor of Employment, Crucible Steel Company of America, P. O. Box 88, Pittsburgh 30, Pa.*

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- Industrial Engineers
- Mechanical Engineers
- Electrical Engineers
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- Business Administration Graduates
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Monsanto has doubled in size every 5 years since 1926, currently operating at an annual sales rate of \$400 million.

With headquarters in St. Louis, Monsanto operates 5 divisions with plants, laboratories and sales offices from coast to coast, from Canada to the Gulf of Mexico. Monsanto overseas has branches or affiliates in 11 countries.

We are seeking technically trained people who want to build their professional futures with us in Research, Development, Engineering, Production, Sales, Staff and Administration.

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Works Wonders for You.

Interviewing and Testing

... Emphasis on interview structure and new test methods is suggested to meet new demands

By **RICHARD S. UHRBROCK**

Head of Research Dept.,
The Procter and Gamble Company

Few College Placement Officers know what actually takes place during the course of an interview when a company representative talks with a student. Some interviewers paint the picture darkly, in the belief that new men will not be disappointed, no matter what happens to them. A few years ago, I visited the Placement Office on the campus of an eastern university. The man in charge was disturbed because students had been coming to him during the course of the day complaining about interviews that were being conducted by a representative of an overseas company interested in hiring college graduates to go to Africa on three-year assignments. One student reported, "After I sat down, this is what he said. 'I'm looking for a man to go to our establishment in Africa. Last year we sent out three men. One was shot; one got malaria; and we haven't heard from the third for six months. Do you think you'd like a job with us?'"

The man who functions as an interviewer deals with a dynamic social situation. Interviewing is an art, and skill comes only with practice. No two interviewers use identical

methods or questions, and no two interviews are the same. However, by giving attention to the *structure* of the interview, noticeable improvement in methods can be made.

Reaction Is Immediate

An interview actually starts before a word is spoken. You begin appraising an applicant's appearance and manner the moment you see him. The initial impression may be modified when he shakes hands and begins to talk. You observe his voice and how he sits in the chair. You note what he does with his hands. Your impressions fluctuate as the interview progresses. In a sense, you mentally add or subtract points as you observe and question an applicant. If he is aggressive to a certain degree, you consider that a favorable characteristic; if he is overly aggressive, he makes a negative impression. There is a fine line between being persistent or stubborn. It depends upon who is doing the interpreting.

An interview may be long or short. It should be conversational and informal, in the sense that each participant does about half of

the talking. It should move to a definite conclusion. I do not believe there is any list of questions that should be followed in conducting employment interviews. However, it is important to have the applicant account for his time from a stated period such as high school graduation. Occasionally one finds interesting gaps in a man's history.

Many interviewers skim the surface, asking trivial questions. The skilled interviewer touches upon several topics, such as education, work history, interests, and ambitions. In order to have some understanding of a man's motives for his past actions, one should ask a few probing questions of the "How?", "Which?", "Why?", "Where?", "When?" variety. For example, an applicant makes a statement and the interviewer pauses for a moment and asks, "Why?" This technique, if over-worked, puts the applicant under stress. That should be avoided. Depth interviewing, rather than stress interviewing, should be the normal practice.

Interviewing Is Learning

A good interview is not one-sided. In employment interviewing, we are involved in interpersonal relationships where an exchange of information takes place. The applicant tells about himself and the interviewer talks about opportunities in his company. One way for an interviewer to insure that he will not go stale on the job is for him to take the attitude that he will learn something during each interview that he conducts. A few successful interviewers report that they like interviewing because they meet so many interesting people and learn so many new and different things. No man can be a good recruiter for his company unless he is enthusiastic about his work. It might be an interesting study if College Placement Officers rated industrial interviewers on their enthusiasm for their companies and for their jobs.

An employment interview should move toward a definite terminal point. The company representative who conducts an interview with students should know how to "sign off." He can do this in one of five ways.

First, he can offer the applicant a job. This

is not the usual procedure since campus interviews normally are screening interviews, conducted by recruiters who do not have final authority to hire. *Screening interviews are for the purpose of deciding whether or not to take the applicant to the next step in the employment procedure.* However, during recent years, some company representatives, in their anxiety to fill quotas, have made job offers to men, following initial interviews. One company is reported to have made a blanket offer of employment to an entire senior class in a desperate effort to employ college graduates. One can only speculate as to the reactions of the students to this non-selective employment procedure.

Secondly, the interviewer can reject the applicant. This is not easy and requires skill in conveying definite information that the company does not have a suitable position for the man at this time. This should be done courteously and without embarrassing the student. Rejection is an area in which the training of interviewers is very much needed. This is a field where College Personnel Officers are well placed to aid in solving this problem. A series of discussions with representatives of different companies on the question, "How do you reject applicants?" would be profitable. Each interviewer evolves a rejection method that he believes works for him. Such methods range from the subtle, vague and indefinite, to statements that are curt and disconcerting. Tape recordings of the last five minutes of interviews that are conducted in College Placement Offices would provide basic data for research on this topic.

A third method of terminating an interview consists in telling the applicant that you are interested in his qualifications and will give him further consideration. He may be asked to fill out an application blank, take a test, or arrange to visit the headquarters of the company.

A fourth type of closure of the initial interview deals with referral of a man and his personal history record to another department in the company. For example, if a representative of a manufacturing department interviews an applicant who expresses a strong



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interest in sales, or advertising (and the man appears to be a likely prospect), he would be told that his application would be forwarded to the proper office for consideration, and that he would receive a definite answer at a later date.

The fifth method used in terminating interviews can be labeled, "Encouragement." This is appropriate when the applicant makes a good initial impression, but it is not available for immediate employment. For example, he may be a senior who plans to enter graduate school, or induction into military service may be imminent. If the employment interviewer considers the applicant a desirable candidate for future employment with his company, he may encourage him to keep in touch with the company and re-apply when he is available for employment. When the interview ends, the applicant knows that another interview may be arranged, at his request, at some future date.

Terminations Vary :

A major decision of some sort is made during the course of every screening interview. Too often an interviewer will have a stock closing procedure that he uses on all occasions. Sometimes it resolves itself into saying, "You may hear from us later." Each interviewer should consider how he can use different methods of terminating interviews, since each interview requires slightly different handling.

The position of Placement Officer is one of the most desirable on the college campus today. This is true for two reasons. First, the Placement Officer has stimulating associations with faculty and students, supplemented by constant interchange of ideas with men from industry. The second reason for putting placement work high on the list of desirable college positions is the opportunity it affords, for encouraging personnel research.

There is need for research in methods to improve the screening interview. The Placement Office provides a unique setting in which to study the interview in action. It would be an interesting experiment to permit students to observe interviews conducted by company

representatives, so that they would have some prior knowledge of the situation that they were about to enter. Without drawing too heavily on the budget, it should be possible to provide small interviewing rooms with one-way vision screens. Also, an amplifier service, with head phones could be provided, so that students or others interested in interviewing methods, could hear what was said during the course of observed interviews. This should be done only with the knowledge and consent of the company representative conducting the interview and the student applicant. The fact that he was under observation should motivate a company representative to improve his interviewing techniques.

The interviewing load in College Placement Offices will increase because a great increase in college enrollment will occur during the next five years. Factors such as post-war birth rates and recognition of the monetary value of a college education will result in more high school graduates than ever before entering college. Recent publications emphasize this fact. The *United States News* reports, "Enrollment rise today is only a ground swell compared with the tidal wave of applicants that will hit the colleges when the baby crops of World War II years begin to reach college age—about 1960 . . . Of the men making \$10,000 or more a year, 52% had gone to college. Those making less than \$3,000 a year only 8% were college men."

The Avalanche Is Close

The National Education Association warns, that there is "not a moment to lose if colleges are to be ready for the approaching avalanche of new students." Raymond Walters, who has kept track of college growth for a generation, reports an increase in enrollment for the second consecutive year. The Ford Foundation has pointed out that 200,000 additional college teachers must be recruited by 1970. This must be accomplished during a period of rising costs.

It is anticipated that colleges will use achievement tests to a greater and greater degree and that an increasing number of employers will decide to used company-pre-

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pared tests as supplements to interviews when they consider college students for employment. Consideration of test results should tend to improve the quality of education on all fronts as instructional and counseling needs are recognized.

Tests Detect Differences

Many employers who use selection tests have had the experience of interviewing too many men who impressed them equally well. The applicants were the same age and expected to receive the same degree from the same institution on the same day. Yet, when an objective test similar to the Army General Classification Test was administered, one man made a score in the top 10% of his age group; the other scored in the bottom 10%. Wide differences in ability exist in all senior classes.

Let us consider another example that is closer to home. Suppose a Placement Officer needs to employ a stenographer for his office. It would be appropriate to give her a spelling test before offering her a job, because a stenographer who cannot spell is a liability rather than an asset. It also is helpful if she can type. So, a pre-employment typing test is appropriate. If a Placement Officer uses tests in the selection of employees for his office (and I think he should), he is in a position to understand the desires of company representatives who wish to test students before making job offers.

Recently, Dickinson asked in the *Personnel and Guidance Journal*, "What do employers look for in the college graduate?" Four hundred fifty-two employers ranked seven factors in order of importance. These were: (a) Sociability; (b) Intelligence; (c) Conscientiousness; (d) Drive; (e) Judgment; (f) Physical Traits; (g) Training. In the final tabulation of results, "Intelligence" was ranked *first* and "Physical Traits" was given seventh place. These data pose a series of interesting questions. If employers are concerned with the "intelligence" of applicants, how can they be sure that they are selecting intelligent college graduates?

It is extremely difficult, if not impossible, to estimate "intelligence" or achievement accurately. The problem of evaluating college graduates prior to employment, by means of tests, is complicated by the fact, that even in colleges where seniors are tested, the same measuring devices are not always used on different campuses. Consequently, prospective employers have no common yardstick for use in measuring the abilities of seniors and graduate students in different institutions. Should employers assume that high grades are indicative of the kind of ability that is needed on the job? Should they rely upon their own estimates of the "intelligence" of students whom they interview? Should they test students on campus, following screening interviews? Future discussion and research may provide answers to these questions.

"Intelligence" as such, cannot be measured directly. But we can measure achievement. We can determine if a man has learned (and retained) after instruction has been given. In selecting college graduates for employment, we can administer vocabulary tests and achievement tests in fields such as mathematics, physics, and chemistry. In the test battery we can include general information items from liberal arts and business administration curricula. We can assume that it requires "intelligence" (as the layman understands the term), to make a good score on a carefully constructed achievement test.

Trend to Early Analysis

When test failure is due to carelessness, or ignorance, the result is not looked upon favorably by the prospective employer. Other things being equal, an employer would prefer to hire mentally alert, well-trained persons rather than those who do not possess these characteristics. More and more employers believe that the time to discover such things is before, rather than after, hiring. This topic merits serious consideration by all interested parties because a properly constructed test, designed to measure mental alertness and achievement, gives the prospective employer specific information about the applicant that



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cannot be obtained during the interview. For the employer this is a major advantage. If it contributes to better placement of graduates, it also is an advantage to the college.

The College Placement Officer is in a pressure situation during this period of expanding college enrollment and increased demand by industry for well trained graduates. In a sense he must serve two masters—his college and the group of employers who ask for help in selecting men. His first obligation is to students who need counsel in selecting the

best job opportunities available to them. Placement Officers, perhaps more than any other college officials, are in a position to offer advice that will help reduce turnover during the first year of employment following college graduation.

A major problem is posed when employers are interested in administering tests to student applicants. A satisfactory solution to this problem can only be arrived at through close cooperation of Personnel Officers and company representatives.

COMING MEETINGS

College Placement Publications Council

The Executive Committee and Administrative Board will meet at Lehigh University in Bethlehem, Pa., on June 21-22 with specific schedule of meetings to be announced at a later date. Delegates will be accommodated at the Hotel Bethlehem.

Eastern College Personnel Officers

Annual meeting Sept. 30 to Oct. 3 at Lake Placid Club, Lake Placid, N. Y. The conference secretary will be John L. Munschauer, Director of the University Placement Service, Cornell University, Ithaca, N. Y.

Middle Atlantic Placement Officers Association

A Spring Workshop for active members will be held June 6, 7, and 8 at the University of Delaware in Newark, Del. Members will stay at the DuPont Hotel in Wilmington. The annual meeting of the Association will be held jointly with the Southern Association (see below).

Midwest College Placement Association

The annual meeting will be held on Sept. 10-12 at the Hotel Carter in Cleveland, Ohio.

Rocky Mountain Association of College Placement Officers

The annual conference, previously scheduled for Oct. 12 and 13 has been changed to Oct. 26 and 27 at the Union Memorial Center, University of Colorado, Boulder, Colorado.

Southern College Placement Officers Association

The annual conference will be in the form of a joint meeting with the Middle Atlantic Association on Oct. 14, 15, and 16 at Hotel Chamberlain, Old Point Comfort, Virginia.

Southwest Placement Association

The annual conference will be held Oct. 17, 18, and 19 at the Hilton Hotel in Ft. Worth, Texas. The meeting opens on Oct. 18 but early registration and certain committee meetings will be scheduled for the evening of Oct. 17.

University Counselling and Placement Association (Canada)

The annual conference will be held June 13 to 15 at the University of Montreal in Montreal, Quebec, coincident with the National Conference of Canadian Universities.

Western College Placement Association

The Executive Board meeting will be held in San Francisco on Oct. 19 at a place to be determined. The 7th annual meeting will be held in January, 1957 with R. C. Beverstock, Assistant Director of Placement, Stanford University, as chairman.

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Technical Manpower

*... A dramatic proposal for industry's cooperation
in providing the brainpower for security*

By DAVID SARNOFF, Chairman,
Board of Directors,
Radio Corporation of America

In all fields affecting our national security, research and engineering are of surpassing importance. There is no substitute for brains, or for practical training in a technical age. Our safety and our industrial strength rest upon our success in expanding the nation's reservoir of physicists and scientists, trained engineers and technicians. Our economy and national security alike will suffer seriously unless we solve this problem promptly and vigorously.

Science and technology are the very hallmarks of American civilization. It comes as a shock, therefore, to be told that Soviet Russia is turning out engineers at a higher rate than we are. Rear Admiral Lewis L. Strauss, the able Chairman of the Atomic Energy Commission, is in a good position to appraise the problem. His warnings must be taken seriously.

"Too many of us," he said recently, "have fallen into the easy attitude of assuming that the Russians . . . could never match us in scientific initiative and progress. This was dangerous self-delusion. Actually, the emphasis

which the Soviets are placing on science and particularly on the training of new young scientists and engineers, presents a real and growing challenge to the free world." He summed it up well when he said: "This is the Cold War of the classrooms."

According to one study, Soviet Russia in the 26 years between 1923 and 1954 graduated 632,000 engineers as against 480,000 in the United States. Last year Russia graduated more than twice as many engineers as we did. One reason for this, of course, is that a police-state can compel its youth to enter careers most useful to the state. It conscripts brains even as it conscripts bodies.

Need Short-Term Remedies

A lack of qualified teachers has developed at grade levels for subjects like physics, chemistry and mathematics. In some areas, New York City for example, teacher recruitment in mathematics and the sciences is causing considerable concern. Certainly the fact that teachers are underpaid, than the ablest of

them can do better in private jobs, is an important factor in the present situation that needs to be remedied. But we cannot wait for long-term remedies. Unless the immediate lack is met quickly, it will show up a few years hence in an even more critical shortage of trained personnel.

National Educational Reserve

In the presence of so many leaders of industry, I wish to offer a suggestion. It may not solve the problem completely but could go a long way towards a solution.

I propose the establishment of a "National Educational Reserve" comprising qualified teachers in mathematics, physics, chemistry, engineering and related subjects, to be drawn from the technological ranks of industry. I have in mind the release—and with full pay for at least a year—of a reasonable number of men and women for teaching assignments in their local schools. This unique Reserve could also mobilize those who have reached the retirement age in the military services and in industry, but whose knowledge and experience would make them inspiring teachers. In addition, it could include qualified people willing to volunteer their services to teach in night schools without giving up their industry jobs.

Many Organizations Involved

The number of teachers recruited from any single organization would be too small to entail hardship for any one—but the total number comprising the corps could be drawn from such an extensive list of organizations that it would be large enough to give new impetus to teaching of the sciences in our school system. This would be especially true at the high school level which is our present major bottleneck.

This Educational Reserve would, of course, have to be strictly an interim program, let's say for five years, to help meet an immediate situation. Moreover, whether the initiative

is taken by industry or government, the plan itself would naturally be drawn with the consent and cooperation of school authorities who would prescribe the courses and regulate the instruction.

Industry Has Obligation

In some degree, such a plan would amount to the restitution by business of personnel it has siphoned off from the school system. Men and women who normally would have become teachers of the sciences have instead gone into industry, where the rewards are more enticing. I think it is fair to say, in fact, that in the current crisis industry has an obligation to help develop this kind of Educational Reserve.

Obligation aside, industry would be well advised as a matter of self-interest to help replenish the reservoir of trained men and women by stimulating relevant studies at the lower educational levels. Industry will need more and more technically trained people for its own expanding operations.

Because of their practical experience, teachers in the Educational Reserve Corps would bring the breath of living reality into the classroom. They would help restore the sense of adventure to technical careers and inspire many an able and imaginative student to follow the scientific and technological disciplines into the college years. Enthusiasm is contagious.

To make the project attractive, teachers in the Reserve Corps should be given recognition and status, through membership in an organization somewhat similar to the various military Reserves. It should be set up on a national basis, perhaps created by an Act of Congress.

I have presented this concept in broad terms. There are many details to be discussed and formulated by educators, representatives of industry and interested official agencies. But I trust that the basic idea has enough potential merit to justify closer examination.

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BETTER THINGS FOR BETTER LIVING . . . THROUGH CHEMISTRY

Education for Survival

*. . . A penetrating analysis of what teaching is—
and should be—in this changing world*

By **VIRGIL M. HANCHER**, President,*
State University of Iowa

Education is a difficult calling. It is difficult to explain; it is difficult to understand; it is difficult to practice. It belongs to that trinity of subjects—religion, politics and education—upon which everyone has an opinion and where, regrettably, the least informed often have the most dogmatic opinions. I have heard the old cliché, "Those who can, do; those who can't teach" fall from the lips of men who could have told all they knew in a single classroom period of fifty minutes, and who would have been mentally bankrupt had they been forced to face another such period. Because everyone has opinions about it, education is a controversial subject. Having moved from a law practice on LaSalle Street in this city to education at the University of Iowa about fifteen years ago, I often note with regret and concern the frequency with which criticism of educators, educational institutions, and educational processes are made by critics who have not troubled to acquaint themselves either with the facts or

the issues upon which they exhaust their fluency. Many a man who would instantly recognize his incompetence to extract a tooth, or remove an appendix, even if the law permitted him to do so, will not hesitate to utter the most firm and unyielding opinions upon matters of educational theory and practice about which he is not informed, and sometimes when he has not even learned to handle his own children. I am grateful that my sixteen years of law practice taught me how valuable it is to know both the facts and the law before taking a firm position, and how dangerous it is to take a position without knowing either.

The purpose of organized education is to foreshorten human experience. It has no monopoly of learning. What can be learned inside universities, colleges and schools can be learned outside them. But the time and effort and cost in learning them outside may be so great that the task of learning will never be accomplished. The value of schools and colleges and universities lies in their organization of the educational process so that oncoming generations may acquire with the

* Presented before the 50th Annual Meeting of the American Life Convention in Chicago and reproduced by permission.

greatest economy of time and effort and money, the knowledge and mental habits and skills necessary for adult living. Organized education is one of the processes by which youth is brought up to date and made to feel at home in the world.

Now those who teach and those who administer educational institutions are not an order set apart. Their goal, like yours, is service above gain. They have hopes and aspirations, obligations and problems like your own. They deserve your respect and encouragement and support just as you deserve theirs. Occasionally, when a child has suffered a head injury, I have seen parents willing to incur any expense to prevent an injury to the child's brain, yet these same parents would give no thought to the salary or competence of the teacher who day after day was helping to determine the knowledge and skills which that child's brain would absorb and possess. How unreasonable that is! It reminds me of the citation to a distinguished entomologist who, it was said, had discovered that even in the insect world it is possible to build complex societies without the benefit of reason.

We expect our teachers to believe in and support our social, political and economic order. The best way to insure this end is to make them a real part of that order. They should never be permitted to become second-class citizens. If they are fairly treated and reasonably compensated in relation to other professional groups, their loyalty and devotion will be secure. However, if through parsimony, witch-hunting or lack of status for the teacher, our educational system should break down for a single decade, we would fall far behind in the race for survival. To support our educational institutions and to keep open wide the door of educational opportunity are not only in keeping with our history and traditions, they are requisite for the recruitment and development of the talent necessary for survival.

What then will be the role of education in the years ahead? Education for survival must be education which fits young people to live in a rapidly changing world. This is a new and basic responsibility, a responsibility

which has developed in the last one hundred fifty years, as has been pointed out by the late, great mathematician and philosopher, Alfred North Whitehead. Whitehead undoubtedly is one of the great men of our age. Whenever I read him, I think of the American Indian, a descendant of tribes who for generations had sent messages by smoke signals across the valleys and deserts of the Southwest. On the day when the first atomic bomb exploded, the Indian was standing on a high ledge at the edge of a valley. The blast knocked him flat. It almost knocked him into the valley. He was much shaken up and considerably frightened. Slowly he got up and turned around, just in time to see the giant atomic cloud rising like a mushroom toward the heavens. He surveyed this enormous smoke signal for a moment in undisguised astonishment and then said, "I certainly wish I could have said that!"

The first and principal duty of education is the intellectual development of its students. That is its first and principal duty because there is no other agency organized to perform it. If educational institutions do not perform it, it will not be performed. If it is not performed, the nation must inevitably decline.

My remarks are not intended to imply that education is perfect. Educational theory has been argued since the time of Socrates and Plato. With all the responsibilities thrown upon it in our country—the absorbing of aliens and the making of Americans, the transfer of responsibilities from the home to the school, to cite two prime examples among many—it can hardly be surprising that educational practice has fallen short of perfection. One avenue of possible improvement—one deserving inspection and examination—would be the teaching of fewer things and teaching them more thoroughly. This is not to say that life is suddenly about to grow less complex or that there will be fewer professions and specialties. Neither of these things is likely to happen. However, observers as different as Whitehead and Maurois agree that there is risk in teaching too many things; and the great American educational heresy is that

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there should be a course for everything and everything in a course. A reversal of the trend would have certain wholesome effects. A saving in teaching costs would not be one of them, for what we would save in quantity, we would spend on quality. Yet there would be a net gain if we secured a better product for the same time and effort and money.

If we teach less, but teach it more thoroughly, we shall have more time for thought, for probing, for depth. Observers at the olympic games remark that we are superb in the dashes, but we are weak in the endurance races. We are impetuous and impatient and tend to act before we think. When the Communists annoy us, our impulse is to do something. We resemble Stephen Leacock's hero who dashed out of his castle, mounted his horse and rode off in all directions! We threaten containment, or bombing of the Chinese mainland, or some other reprisal without any clear conception of what we shall do after that is done. *When we are pitted against the world's best chess players, we need to see beyond the next move.*

* * *

Finally, education for survival means an education for the responsibilities and duties of self-government. For more than a century large segments of the able and successful people of our country have neglected their fair share of responsibility for government. We cannot afford this neglect any longer. Government has become so vital to our well-being, so vital to our very survival, that we can prosper and advance only if those who govern us grow in wisdom, competence and integrity in proportion to the growing complexity of our domestic and foreign problems. We must bring to the task of reorganizing government the energy, the clarity of vision and the efficiency that have made American industry a model for the world. But we must not confuse business and government. The two are far apart. In short we must recapture, if we can, the political and diplomatic wisdom and sagacity of The Founding Fathers.

We need to review and reorganize the office of the Presidency. I said this long before

President Eisenhower's illness. I repeat it now. We have no right to place on one man the inhuman burdens which that office now carries. The President is Chief of State, the formulator of high governmental policy, the chief executive and administrative officer of the federal government, the head of his political party, and the Commander-in-Chief of the Armed Services. These functions place an impossible burden upon any one man. We know this, and we should do something about it. It is idle to say that we lack the wit or wisdom to reorganize the office into manageable responsibilities.

We need to reorganize the succession to the Presidency. Once every twenty years on the average we have acquired a president by that route, but habitually our vice-presidents are not chosen with that fact before us.

We need to restore the prestige of our Congress and state legislatures as *legislative bodies*. They should be neither prosecuting attorney's offices nor fact-finding agencies. Yet they do need to know the facts. Indeed that may well be their most urgent and pressing need, but that duty should be performed, not by congressmen or legislators, but by those specially trained to evaluate facts and formulate issues.

I have cited these few examples, out of many, to show that education for survival dare not overlook the task of educating youth for the increasingly complex problems of responsible self-government. In a dynamic and volatile world, the processes of government must not be left to the luck of the draw. We shall need intelligence, wisdom, foresight and luck, if we are to survive.

The tasks of education which I have outlined here will not be easy to perform. They call for the energy of youth and the wisdom of age. *The easy questions have all been answered. Only the difficult questions remain.* Notwithstanding all this, don't you wish that you could live to see the world as it will be in the year 2000 A.D.? It may be a world of incredible devastation. Again it may be closer to the New Jerusalem than anything you or I shall ever see. In part the choice is ours. Let us choose wisely and well.



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To the company the Placement Officer offers advice and assistance which, as in the case of Lockheed Missile Systems Division, makes possible the successful association of a graduate's abilities with his employer's long-range program.

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Industry's Part

*... A review of steps taken by the oil industry
to prepare young men for their careers*

By **ROBERT N. SEARS**

Assistant to the Executive Staff,
Phillips Petroleum Company

Only recently have colleges recognized the importance of assisting graduates and properly placing them. It was even more recent that industry recognized that it too had a definite responsibility, and fully realized that it must play an important part in the education and preparation of men for careers.

It is just as vital to us in industry that the young men placed in your care are given the proper educational tools and assistance to best prepare them for a career, as it is to the students themselves. In fact the interests of both industry and the students in this respect are really inseparable. Anything that a company can do in the process of education which will better prepare a young man for a career, it is really doing for itself in the long run.

Today industry is more fully assuming its responsibility toward educating, training and orienting young students than at any previous time. All of my experience has been in the oil industry, and therefore most of my remarks will be related to it.

Those of you familiar with the petroleum industry know that it is extremely aggressive,

and is recognized as a leader in American industry for advancements affecting employees, such as increased benefits, ideal working conditions, and many others. I have reason to believe that the oil industry has also taken a lead in recognizing the problem we are discussing and is doing its share in the education and preparation of men for careers. However, since this is a recent innovation on the part of industry, I realize that much more remains to be done.

2,000 Job Classifications

There are few if any businesses more diversified than oil. The larger companies are known as completely integrated companies, which means that they operate in all phases of the oil business. The principal categories are exploration, drilling, production, transportation, refining and manufacturing, and sales and distribution. Almost every conceivable skill, from artist to pipe fitter, glass blower to airplane pilot, or paleontologist to medical doctor, are all utilized in the petroleum industry. In fact, there are approxi-

mately 2,000 separate job classifications in the petroleum industry.

In addition to being an integrated oil company, for example, our own company is further diversified through its activities in both the petro-chemical and gas industries. These fields of diversification include the production and distribution of synthetic rubber, ammonia and various other types of fertilizer, carbon black, drilling muds, plastics, liquefied petroleum gas, rocket fuels, atomic energy operations, base stocks for synthetic fibers, and many other specialized chemicals and products. With such a wide range of job classifications, it is easily understood why all of us in the oil industry are so greatly interested in the education of men for all types of careers.

Automation Increases Demand

High on the oil industry's manpower requirements list are a variety of technically trained people. It is believed that in the oil industry as a whole about 10 per cent of the workers are college trained technologists. This represents about 200,000 of the industry's 2,000,000 employees. In all of America's industries approximately 8 per cent of the personnel are engineers or scientists. Not only must these technologists be replaced in future years, but more must be supplied to fill the growing needs caused by automation and ever increasing use of highly technical equipment. This problem has become of paramount importance. Most of us in industry now recognize our responsibility to cooperate with educational and local government leaders in seeking a logical long range solution.

I would like to describe briefly some of the things the oil industry is doing to help educate and prepare men for careers. Again, the activities of my own company are typical of programs carried on within the industry.

For many years we have employed during the summer months college undergraduates and professors whose special talents could be used to advantage. This, of course, helps both the participant and the company. In

this capacity undergraduates receive practical training which better equips them for their future roles in industry. Professors, by becoming acquainted with our operations, can give more practical instruction to their students.

We are taking part in the cooperative programs of universities. These are designed to help train men for industry careers by providing practical work experience during the period that scholastic knowledge is being acquired. Their earnings also help put them through school. Under these programs students alternate for specified periods between the class room and working on one of our jobs.

For a number of years we have granted fellowships to graduate students in chemistry, physics, and engineering. The colleges determine who is entitled to these fellowships. They also disburse the money as they see fit. A specific requirement of the grant is that the students work on problems in basic research. These fellowships enable students to complete graduate work who otherwise would not be able to do so. For the company, they provide valuable information about basic research problems. Everyone gains from this type of arrangement.

Retain Professors

We, like others in the oil industry, also employ university professors on a yearly retainer basis to perform specific jobs either at their schools or at some company installation. Often, perhaps, the retainers these professors receive may be the difference between their staying in teaching or going into some other field. Through the retainers the company makes practical use of the outstanding abilities of these men. On the other hand, it acquaints these professors with the actual problems faced by industry, and better qualifies them for guiding their students along practical courses.

Phillips' leave of absence policy permits employees to attend college for as many as four years, while retaining certain job benefits and service continuity. Many of our



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people have obtained master's and doctor's degrees under the provisions of this policy. While these people are in school they can give other students the benefit of their industry experience.

Since 1939, scholarships have been awarded to selected children of our employees from a fund set up originally by the Frank Phillips Foundation. Under this program, now supported entirely by our Company, fifty young people each year are awarded scholarships worth \$2,000 each. Recipients of the scholarships are named on the basis of scholastic record, indicated future promise, financial need, and their grades on a scholastic aptitude test. The Foundation also has a fund from which children of company employees may secure loans to attend college. The loans are made at nominal interest rates and are repayable on a liberal plan when the individual completes his college course.

Each year we conduct a number of deans, professors and placement officers on a group tour of some of our facilities. Normally taking three days, the field trip brings our guests up to date on what the Company is doing, and allows them to meet our key personnel. Professors also renew acquaintances with many former students during these tours, and become better able to counsel with future students on the most useful courses of study to pursue.

We often invite high school and college students on tours through our facilities. This past summer a group of high school students visited us in connection with a new program at Oklahoma A & M College called "High School Students in Science and Engineering." Under this program a selected group of high school juniors spent three weeks at A & M in a science and engineering indoctrination course. During one of these weeks the students toured industries throughout the state.

Appropriate people at a relatively high level in our company personally answer all letters from high school and college students. Some of these students request information about the oil industry for the preparation of

reports. Others wish to know about our particular company for one reason or another. Still others want to learn about job opportunities in the industry or with Phillips. These occasionally ask for advice or counseling about their careers. Our employee relations specialists personally counsel with undergraduates, giving them advice on courses which will be most helpful when they graduate.

College libraries have been given a great deal of literature about the oil industry, which is informative to students and professors. We have occasionally donated, or sold at a nominal cost, specific equipment for college engineering or science laboratories. Often this is equipment which we have replaced, perhaps because we have outgrown it, but which may be useful to the colleges for many years.

As individuals it is vital that each of us take an active interest in our local schools and colleges. I am pleased that many Phillips people serve as college board members and trustees, while others are on local boards of education, where they can use their experience in influencing policy to better prepare students for careers. Phillips has long encouraged its employees to work in these capacities.

As participants in the Oil Industry Information Committee work sponsored by the American Petroleum Institute we aid in informing the American people of the important part the petroleum industry plays in the progress and economy of our country. In one phase of its work the OIIIC has a complete program for students starting in with the lower classes. A great deal of material relating to petroleum is supplied high school students, supplementing and bringing up to date their courses in chemistry, physics, and general science. Other supplemental material on careers in petroleum and up to date information on oil is supplied to high school instructors and college professors.

It is really up to each industry to develop in young people the desire to enter that par-

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For additional information contact:

PHILCO CORPORATION

SALARIED PERSONNEL DEPARTMENT
PHILADELPHIA 34, PENNSYLVANIA

ticular field. This can be done through disseminating factual information about the industry. At present we are providing some of our top technical experts to lecture on specialized petroleum topics in schools and colleges. We also have made available technical displays and exhibits which are widely used in the same connection.

The foregoing is a sampling of what Phillips is doing to help educate and prepare men for careers before they are employed. Other companies have similar activities and the list is being added to as the importance of industry's cooperation with schools and colleges grows.

Basic Problems Remain

Although they help materially these efforts do not solve some of today's basic problems of education. Many of these problems must be solved primarily by educational people in cooperation with citizens and their elected representatives. One of these problems, of course, is the teacher shortage. Recent figures which revealed the acute shortage of qualified new high school teachers in the sciences and mathematics are particularly alarming. When our young people are not sufficiently exposed to these subjects in secondary schools, it is difficult for industry or colleges to make engineers and scientists of them.

We must frankly admit that low salaries, compared with those in industry—particularly for science teachers—are largely responsible for the shortage of qualified high school teachers. A capable man must be very dedicated to teaching to accept a job at half the salary he could make elsewhere. I believe many citizens are too complacent about this problem. They are aware of it, they discuss it, but they do not act.

Thought should be given to broadening the standards for teacher qualification in our secondary schools. It seems rather ridiculous that in many states a person with a master's degree in chemistry is unable to teach in a high school because he hasn't the required number of hours in education courses. It's hard to realize that many of our best univer-

sity professors would not be allowed to teach in a high school. Such antiquated standards should be revised.

I would now like to turn briefly to what is being done to prepare young men for careers after they graduate and are employed. A college cannot hope to prepare a man for any one specific job. It should, however, give him a background which can be applied to any job within the related field he has chosen. Graduating students should be well indoctrinated with the fact that when they leave school their education is just beginning. It is the amount of knowledge they acquire after their formal academic education which really determines how far they will go in their chosen vocation.

Training after college is therefore another important phase of industry's part in the education and preparation of men for careers. Most companies have planned programs for training new employees. In Phillips we have particularly active programs for the technical graduate. These vary by department according to the special needs and operating procedures of the department. The training program for new engineers in our Production Department is a good example of the type we use.

All young engineers just out of college who go to work in this department are placed in the training program. The existence of this program helps us in recruitment. Many students are apprehensive about switching from the routine of college to the uncertainties and responsibilities of a new job. It eases their feelings to know they will be in a defined training program while orienting themselves in industrial life.

Training Program Varied

The producing department's program covers 52 weeks. For 22 weeks the employee is assigned to a stabilized production area, usually including secondary recovery operations. For 22 more weeks he is in an area of active development and flush production. At one of these two locations he spends an additional

Continued on page 59

Boeing offers long-range engineering careers

Scores of Boeing engineers today are enjoying intriguing and rewarding careers because of sound advice given them 10, 15 or 20 years ago by their college professors and placement officers.

Today your students will find in aviation—and Boeing—still greater opportunity and growth potential.

Boeing today employs more engineers than at the peak of World War II. One out of each seven employees is an engineer! And stability has long marked an engineering career here. Forty-six per cent of Boeing engineers have been with the company for more than five years; 25% for more than 10 years; 6% more than 15 years. There are a number with 20, 25 and even 30 years' service.

What kind of work does Boeing offer? Opportunity lies in three basic areas: Research, Design and Production. Programs include multi-jet bombers, America's first jet transport, the Bomarc pilotless aircraft guided missile system; application of nuclear power and supersonic flight.

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Engineers are encouraged to take daytime graduate studies during working hours and are reimbursed for all tuition expenses. May we send you—or any of your students—additional information about engineering careers at Boeing? Just write:

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B. With a "young" . . . but well established GROWTH Company?

Where expansion of plants to provide increased sales volume of present product lines, and building of additional plants for new products . . . IS NOW TAKING PLACE.

Where young men are being placed IMMEDIATELY into positions of executive responsibility in management or technical assignments.

Where young men are IMMEDIATELY made a vital part of an aggressive "young" company whose history during the past 25 years has been one of spectacular success in growth to a position of international leadership in their product fields.

Where young men find an "ever-present" OPPORTUNITY for leadership and administrative responsibility in a GROWTH Company.

Where MANAGEMENT DEVELOPMENT activities are definite and planned responsibilities of top management to insure having young men ready for the executive and administrative positions that expansion has and is producing.

C. And Equally Important:

Where young men find security with a company whose products meet a constant need in world-wide consumer markets representing virtually a depression proof business.

Where starting income is normal but soon increases to above-average as young men progress into increasingly responsible assignments.

Where young men find challenges and problems to solve in each of the company's divisions: Manufacturing, Research, Product Development, Financial, Industrial Relations, Distribution, Marketing, Sales, Advertising and Foreign Operations.

Where young men become associated with a Company that in 25 years has grown from a small factory occupying only 1000 sq. ft. of space to a multi-plant international company of over 1,200,000 sq. ft. today, with a planned expansion of 2,000,000 sq. ft. by 1958.

Where young men are NEEDED to fill NEW positions created by expansion and to replace others being promoted.

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Playtex is NOT a company in which young men become lost. It is rather a GROWTH company that needs and takes great interest in the development of young men to fill important key positions in a constantly expanding operation. Growth is indicated by this analysis:

1932	1,000 sq. ft. factory space	6 employees
1942	75,000 sq. ft. factory space	250 employees
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(projected)	1958 2,000,000 sq. ft. factory space	7,500 employees
"	1960 2,500,000 sq. ft. factory space	10,000 employees

Are you one of the future KEY EXECUTIVES Playtex will appoint to fill many new opportunities that their constant growth is producing?

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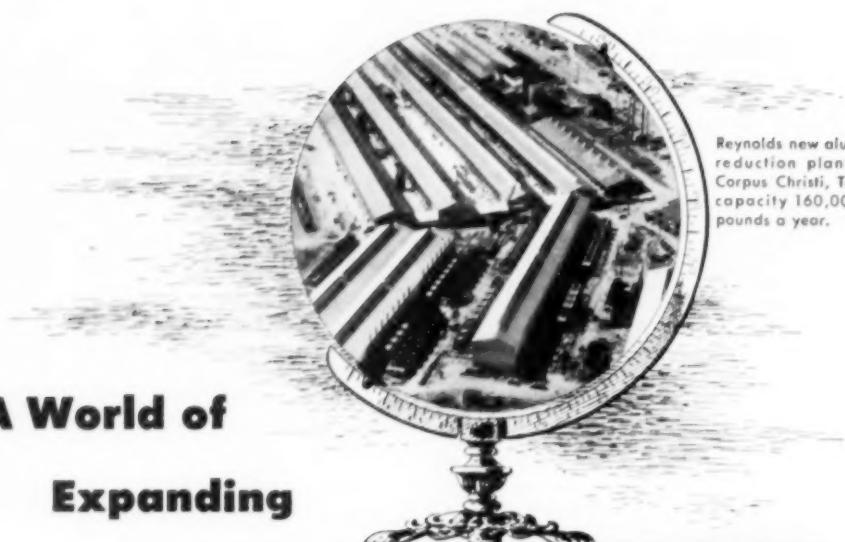
	Chemistry	Chemical Engineering	Mechanical Engineering	Administrative Engineering	Industrial Engineering	Electronics	Liberal Arts	Business Administration	Accounting	Marketing	Statistics	Personnel Administration	Social Sciences	Graphic Arts	Foreign Trade
Manufacturing	X	X	X	X	X	X	X	X	X	X					X
Research and Product Development	X	X	X			X	X	X	X	X					X
Finance							X	X	X	X					X
Advertising							X		X	X			X	X	
Industrial Relations							X				X	X			X
Foreign Operations	X	X	X	X	X		X	X	X	X					X

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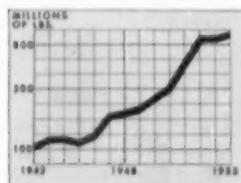


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Address

8 weeks on a rotary drilling rig as a crew member. During the entire year of training he is assigned for a specific period to each of a variety of production functions such as roustabouting, drilling, pumping, treating, testing, drilling mud engineering, record keeping, and equipment maintenance.

From the very first the young engineer is indoctrinated in the department's extensive safety program.

At the end of his training he reports on 200 questions contained in a manual given to him when he enters the program. Moreover, he is rated by the ten or more supervisors under whom he has worked.

We feel this program achieves four primary purposes: It teaches the new man about a variety of specific oil production operations. It shows him Phillips' approach to these operations. It gives him a keen insight into how he can apply his engineering education. It acquaints him with the thoughts and attitudes of the hourly paid workers whose cooperation he will continually need in his future work.

The job of preparing young men for careers is certainly not limited to educating them in the techniques of their profession. More and more it is becoming necessary for them to learn more about people, to express themselves clearly, both orally and in writing, and to properly orient themselves in their industry and society. For these reasons it is important that engineers and all other scientific students receive training in the humanities in conjunction with their professional courses.

Lists Success Traits

Industry needs to let men know what personal traits are necessary to success, and the earlier they learn to recognize the importance of these qualities, the better for their careers. Recently our Chairman of the Board, Mr. K. S. Adams, gave his ideas on this subject. In a message to employees he outlined seven traits which he believes contribute most to success of employees in our company. Without any importance to the order given, they are as follows: Determination, leadership, self confidence, analytical ability, originality, self expression and loyalty. Most of these are not

subjects which are taught in school. However, anything which our schools or industry can do to instill and encourage these traits will contribute greatly to the preparation for, and success in, a career.

The value of knowledge as compared with mechanical skill, is aptly illustrated by a story Bob Burns once told about one of his grandfathers. This Grandpa knew more about the river down at Van Buren than anybody else. He had studied it from its lowest stage to its floods for thirty-five years. Finally, in his eighty-seventh year, he began to think maybe his life on the river had been wasted, but one day his big chance came.

A construction company was doing some building on the river bank and they wanted to know how high the water came up. They sent for Grandpa, and he drove a nail in a tree and said, "It'll never come up no higher than that." That spring there was the biggest flood in history. The water rose up within half an inch of the nail, and went down again. The company clerk asked Grandpa how much they owed him. Grandpa said, "Fifty dollars and fifty cents." The clerk said, "That's a lot of money for drivin' a nail. I'll have to have an itemized bill." So Grandpa wrote on a piece of paper, "Driving one nail—50¢; Knowing where to drive it, \$50."

In order to progress, more and more of our young men must know where to drive that nail. This takes a broad background and a thorough study of diverse activities related to their profession.

We all know, the task of helping men adjust to their jobs and their environment begins when they finish college. The first five years of a young graduate's work experience are the crucial ones. It is during this period that he will either carve out his path of success or fall into the tangle of mediocrity. During this period he is finding his place in the business world, attempting to understand himself, and shaping his goals. Frequently, he is establishing his family, and generally, his salary is modest. He needs help during these years.

A constructive program to help the young engineer has been developed by the Engineer's

Council for Professional Development, and provides an example for others to follow. This Council is made up of men from the various professional engineering societies. Called "The First Five Years of Professional Development," this program is designed to help close the gap between attitudes of the college campus and the realities of earning a living. The two cardinal principles which have guided this program are based on the beliefs that, first: Industry and the engineering profession must provide the young engineer with a favorable climate in which to grow, and second: The young engineer must realize that the final responsibility for professional advancement rests only with himself. Of course these same principles apply to all graduates entering the world of business. This progressive program developed by the engineers has been a distinct success on its first voyage and should be an example for other groups in industry to follow.

In conclusion, I would like to point out several additional steps which can be taken to further industry's part in educating and preparing men for a career. The more knowledge a young person has about all professions and industries, the earlier he can choose a career which he wishes to pursue, and it follows naturally that he will be better prepared for his lifetime work.

Oklahoma A & M has a program which could certainly be used to advantage along these lines throughout the country. Under the program they bring high school teachers into their college for education on engineering and scientific subjects. They in turn can use this information to assist their students in selecting a major which will give the best background in engineering and scientific fields.

It has also been suggested that industries in an area might cooperate with the placement director of a school and supply summer employment to high school students, allowing them to learn first hand of these industries. Along with this employment the school could carry on a special orientation class.

Schools, in cooperation with industry, could work out a series of tests and evaluations of

undergraduates after their freshman or sophomore year so that those with the best aptitudes would be sure they were following the right subjects. Also it would help others to switch to something for which they were better suited. Such a program would benefit industry in the long run, since the graduates would represent those with the best qualifications to follow their profession.

Better Communication Needed

Two way communications are extremely important in industry, and we hear much today about employees getting the management's version and the management getting employees' reactions and ideas. Industry could well afford to establish a system of communication to its potential employees while still in school. Anything which would give these students actual information on industries, jobs, etc., along the lines discussed in this talk, or in many other ways, would be extremely helpful and surely benefit industry as well as the student.

A great deal of my talk has been centered on people with training for professional careers, but my thoughts actually apply to all prospective employees, whether they are in a technical or general field. As far as the oil industry is concerned, it has a wonderful outlook for growth and progress. This means that it will continue to need people in ever increasing numbers with training adapted to the some 2,000 different types of careers open in the oil industry. Even now there is a serious shortage of qualified people in some of the fields required, not only within the oil industry but industry in general. This makes the work that placement officers perform of increasing importance, since it is through their offices that industry reflects its needs for special training to be given in our colleges and other institutions.

We in industry are sincerely grateful for the wonderful accomplishments the placement officers have made. I am sure that in the future they will find industry ready and willing to intensify its cooperation in this important work.



BUSINESS FORMS

**OFFERS THESE CAREER OPPORTUNITIES
TO
GRADUATES AND RETURNING SERVICEMEN**

- **SALESMEN**—Training Program, Protected Territories and Accounts. Salary and Commission.
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Refer Applicants to R. C. Schulke, Uarco Incorporated, 5000 South California Avenue, Chicago 32, Illinois. Applicants Are Requested to Submit Full Particulars of Education and Experience.

A Word About UARCO

- Major Producer of a Complete Line of Business Forms. Incorporated in 1894.
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- OUR DECENTRALIZATION POLICY AND STEADY BUSINESS GROWTH
PROVIDE . . .

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**ROYAL-LIVERPOOL
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All forms of insurance except Life

150 WILLIAM ST., NEW YORK 38, N. Y.

FOR FURTHER INFORMATION: WRITE R. C. BURKE, SUPERINTENDENT OF PERSONNEL

Help Wanted—Competent

... The letter of application is the key to many a job—if it is designed to fit the lock

By **CARL PACIFICO**, Director of Development,
American Alcolac Corp.

DEAR MR.

"Thank you for your reply to our advertisement, 123-33, in a recent issue of *Chemical and Engineering News*. Your application has been studied carefully. We regret that your qualifications do not meet our current requirements. We frequently have other positions open, however, and so will keep your application in our active file."

This is a common letter gently telling an applicant he isn't the man for the job. From the company's viewpoint, it's a good letter. It's short, it's honest, it doesn't give the applicant reason to be angry with the company.

As far as the applicant is concerned, though, it's worthless. It doesn't let him know *why* his application was rejected. As sincere as most companies are in wishing to help an applicant by telling him why he failed, they are afraid that the attempt might be misinterpreted and so offend the applicant. Perhaps, however, some of the more important common errors in the job application letters can be pointed out informally in this article.

Reprinted from *Chemical and Engineering News*, Vol. 33, No. 51, pages 5488-90, Dec. 19, 1955. Copyright 1955 by the American Chemical Society and reproduced by permission of the copyright owner.

It is hoped that this article will benefit the employer by reducing the number of poor applications he receives, each of which costs him time and money. Primarily, however, it is written for the job applicant. There are more technical men changing jobs today than ever before. It is unfortunate, even tragic, that so few of all those who write letters of application do it well. It is one of the most important letters a man ever writes. It may be worth thousands of dollars to him. Surely it is worth every effort to do it right.

While we must deal in generalities, let us set up a specific case as an example. A chemical company would like to hire a salesman. If possible, he should have some experience in the field. The advertiser realizes that competent salesmen are rather scarce, and will settle for an inexperienced man with the proper aptitude. The job advertisement is purposely broad to invite replies from both types. It specifically mentions, however, that the ability to meet people and the ability to write well are required. If the advertisement is well written, 50 to a 100 or more applicants will reply.

Now you may say, with all these replies, there will be many men whose qualifications fit the job. The employer's problem will be that of selecting the best man among the many who qualify. Unfortunately, that isn't quite so. If there is a single good application in the pack it will jump out and hit the advertiser in the face. If there are 20% that make even a good first impression, it will be unusual. An exaggeration? Would you hire a man to represent your company who replies to your ad with a scribbled note on an inter-office memo sheet, or on yellow ruled paper? What do you think of an applicant who digs out the carbon copy of a reply to some other ad, changes the box number and the date, and submits the corrected carbon to you? I've received both.

Well, you may think, this a sales job. Of course, good writing is important in sales work, but my job is strictly technical. It's the courses I took and the jobs I've held that count in my application. Of course they do. Still, everyone must use words to express himself. Competence in doing this is considered to be one of the best indications of mental ability. There are indeed some competent technical people who seem to lack the ability to express themselves properly, but by far the greater proportion of our outstanding professional people are wondrously fluent men, able to convey the most complex thoughts in an orderly and effective manner.

Sales in Every Job

Then, too, every job is to some extent a sales job, for ideas if not for merchandise. A letter of application is essentially a sales letter. Look at it this way. A prospective purchaser has a need important enough to him to make him spend money advertising it. The applicant then undertakes to sell his services as the solution to that need. In effect the applicant must show, in order, that he can do the job, that he can do it better than any other applicant, and that his services are worth the cost.

What are most men thinking about when they write that letter of application? Perhaps visions of sugar-plums dance through their

heads—more money, increased opportunity, a better job. That's fine, but temporarily, at least, these visions must be subordinated to the task at hand. The thing to think about is the *reader*. Picture him. He is seated at a desk. As he goes through his mail, he picks up the applications, probably sent to him by the personnel department. The chances are that he reads the applications eagerly. He definitely needs a man or he wouldn't have advertised for him. He doesn't want to be hasty, though. This is an important matter. This new man will become part of a team, perhaps an associate and friend for many years. How will he fit in? Will he be able to handle all phases of the job? Can he work harmoniously with everyone?

Human Relations Important

The chances are the reader will be at least as concerned with the human relations as the technical aspects of the job. Human relations are still the most important part of practically every job. Every supervisor is concerned with the over-all operation of his department. A brilliant chap who upsets his coworkers so that their efficiency is reduced will be less desirable than a technically less competent man who knows a little about getting along with associates. This letter of application is the first impression the supervisor gets of the applicant.

The application should be thorough, but it should also be brief. In the first contact it is necessary to provide only enough information for the reader to decide if he wants to know more about you. I sat next to a sales manager in an airplane recently. He was busy with the preliminary reading of the 124 applications he had received for a single job. Obviously, he couldn't spend more than a few minutes on each. Those that contained more than two typewritten pages, with no attempt to classify the information in easy-to-read form, he put aside with hardly a glance.

A neatly handwritten application is acceptable, but extra credit must certainly go to the man who took the trouble to have it typewritten. The typed sheet just looks more at-

SINCE 1837



PROCTER & GAMBLE

CINCINNATI, OHIO

OPPORTUNITIES IN:

- ADVERTISING
- BUYING
- COMPTROLLER'S DIVISION
- ENGINEERING
- MANUFACTURING
- MARKET RESEARCH
- OVERSEAS
- RESEARCH & DEVELOPMENT
- SALES
- TRAFFIC

trictive and businesslike. A scrawled, semi-illegible application has two strikes on it before a word of it has been read.

The advertiser wants to visualize the applicant. How old is he? What does he look like? This can be taken care of by submitting a small photo along with the application. The solution is simple, yet less than 10% of the applicants do this unless specifically requested.

Photo Dispels Stereotypes

The photo has another purpose. It helps dispel stereotypes in the advertiser's mind. Some names may give the reader a mental picture of a "type of guy that goes with that name" rather than the individual applicant. Even the name Smith isn't safe from stereotype-thinking. The reader's chief enemy may have that name. A photo, together with information about age, marital status, height, and weight, take the applicant from the status of a series of symbols dirtying up white paper to the dignity of a person. The relation becomes personal. The reader can toss aside a piece of paper, but not a person. I consider a photo an essential part of every application. Check the type of photo. A formal print in a tuxedo or a snapshot in a garden are equally inappropriate. All that is needed is a good likeness. This isn't a beauty contest.

Although this arrangement is not strictly necessary, some of the best applications are divided into two sections. The first of these is a brief letter of transmittal, the second a résumé of educational and experience assets.

It would take a course in letter-writing to cover all the possible errors in the letter, but here are a few of the more important. Poor grammar is inexcusable. As an illustration, we recently sent a promising candidate an application blank. He returned it with a brief, one-paragraph letter. The letter contained four grammatical errors. It showed either carelessness or poor English. We can't afford either.

Less serious, but still undesirable, is the letter written in the flowery style of a bygone day. It makes a poor impression and indi-

cates that an extra teaching job will be required.

Another thing to avoid is the use of big words and fancy expressions. The chap that does this is usually a pompous cuss. There are almost always some errors in his use of these words and phrases. This is, no doubt, to be expected, since anyone smart enough to use these words correctly is also smart enough to know that letters are not the place to use them.

Most advertisers have no objection to a printed or mimeographed résumé. After all, the man may be replying to many advertisements. It must be admitted, however, that it is much more impressive to receive a freshly-typed résumé, particularly if it is slanted to give in detail the information of most interest for the position advertised.

The résumé should contain a brief summary of the man's education. The reader learns more than the man's education here—he can learn something about the applicant's judgment. What is your impression of a college graduate who records the grammar schools he attended? In the same class is the man of 40 who includes a transcript of his college grades. Surely he should have something more recent to support his application. (Far-fetched? I've had both in reply to one ad.)

Should Study Transcript

College transcripts are fine for the recent graduate, of course. The applicant should study his transcript carefully, however. Low grades in English and economics might be acceptable in a laboratory position, but create an unfavorable impression for a sales job. If the position is indeed an appropriate one for the applicant, he might explain how he has overcome these shortcomings.

The résumé then usually lists experience. Here again the reader gets an impression of judgment as well as experience. When the advertiser is looking for a man to talk to research directors and company presidents, how does he react to a statement about



10,000,000 horsepower for America's defense . . .

Two years ago we announced the world's most powerful production aircraft engine.

Since then, the J-57 turbojet has been selected by many top airframe manufacturers to power their most outstanding new designs. For these fighters, bombers and transports, we have built over 1000 complete engines — the equivalent of more than 10,000,000 horsepower.

Today the J-57 is still unmatched anywhere — an important factor in this country's supremacy in the air.



PRATT & WHITNEY AIRCRAFT

Division of United Aircraft Corporation

East Hartford 8, Connecticut

experience as a soda jerk? Experience of that type may be fine for a young man just getting out of school, but since it does not contribute to the application of the experienced man, it is best to omit it so that it will not have the reverse effect.

Most employers want the applicant to tell something of the work he's done, but equally important, they study *how* he tells it. Of course, a man should take credit for everything to which he is entitled, but don't be ridiculous about it. It doesn't help an applicant a bit to describe work obviously above his level. Along these lines, don't try to hog sole credit for what was obviously a team project.

Past Job History

Every company is a little suspicious of the man who has had a lot of job changes. One possibility is that his work has been unsatisfactory and he has been fired. Another possibility is that he is a job-hopper, changing jobs for minor reasons. It may cost as much as \$1000 to hire a new man. In the interval

before he starts pulling his weight, he may cost the company another \$5000. This is quite an investment to make in a man who may not stay more than a year or two. It is well to explain the reason for each move, remembering that a check will be made with previous employers to verify it. Frankness here will pay off.

Similarly, any gaps in the employment record should be explained or a reader will suspect the worst. After all, it's not inconceivable the applicant was in jail that year or two. The employer will want to know why before he hires the man.

The résumé often contains a list of clubs and technical societies to which the applicant belongs, his honors and technical publications. These are useful in determining the man's basic interests and ability and should be itemized. This section may also tell of the man's hobbies, again helping the reader to picture the applicant.

An applicant can also help himself by the proper choice of references. Most references listed are worthless. Of course, your friend Joe is going to say nice things about you, true or not. It isn't even worth the company's time to ask him. Even the old favorites of family doctor and local minister are, at best, of secondary value. Instead, give the names of men competent to tell how you would fit into the new job. If they are men in a position where they must protect their reputation as references, so much the better. One company asks the applicant to supply references the man knows will be uncomplimentary to him. An intelligent conversation with such references will tell a great deal more about him than a dozen elegant, but meaningless, letters of recommendation from friends.

Every company will honor an applicant's request not to check his references in the early stages of the negotiation. When references are to be contacted, however, it's a point in the applicant's favor if he so notifies them in advance.

Now back to the letter. As indicated in this discussion of the résumé, one of the most important things the reader searches for is some idea of the judgment and mental ma-

THE APPOINTMENT BUREAU

*Women's Educational and
Industrial Union*

264 BOYLSTON ST. BOSTON, MASS.

*A unique Boston organization
established 1877*

Pioneered in the placement of college women

Aided in establishing placement departments in colleges across the country

Pledges continued cooperation to college placement officers who seek, for their graduates, interesting opportunities in New England. Positions in business, education, home economics, and the sciences — for trainee or top executive

*Occupational information and
counseling available*



To our Associates in the Field of College Placement

A Progress Report on a Decade of College Recruiting

A LOOK AT THE RECORD

Just 17 years ago saw the inconspicuous birth of a new corporation in an abandoned factory in central Ohio. Just two rigid foundations supported the infant industry (1) a unique but undeveloped discovery — fibers made of glass and (2) a small group of imaginative young men. The combination paid off for Fiberglas. From sales of \$1,000,000 from a limited number of products in 1938 to a corporation that produces a glass fiber that highlights thousands of product applications and creates net sales of approximately \$150,000,000 a year. This has been the gigantic growth of Fiberglas.

ABOUT THE FUTURE

And this is just the beginning of the Fiberglas growth story. Fiberglas has barely tapped its market and production potential. It's true that Fiberglas offers unlimited opportunities for your graduates in all fields of science, engineering, automation, marketing, distribution, accounting, planning and business administration. Furthermore, summer employment opportunities in research, product development and engineering will be open to both college undergraduates and faculty members. But above all we look to your graduates as opportunities for us.

EMPHASIS ON YOUTH

We need capable young men to meet the challenge of an unlimited industry. We need more men of the caliber who pioneered and now direct our corporation. Men, who can overcome obstacles, frequent disappointment and even a few failures. Our progress became possible through the youthful enthusiasm, determination, zest for getting things done and capacity for long hours and hard work of the Fiberglas "young men". You can give us more such men. You've done it in the past decade.

In our 10 years of organized recruiting, some 600 inexperienced college graduates have been brought into the Fiberglas organization. Many of these are already in a position of major responsibility, and contributing further to the progress of our business. It was through your aid that we met these men.

A decade of recruiting experience shows clearly that our country's colleges and universities and their placement officers have played, and will continue to play, a major role in the growth and expansion of the Owens-Corning Fiberglas Corporation. We are happy to have this opportunity to express our thanks.

turity of the applicant. Superficial comments can jar him from any further interest. There is nothing wrong with being inexperienced, with not knowing. The thing distasteful to the reader is to find that the applicant doesn't know he doesn't know. That implies a personality problem to be overcome.

Practically every advertisement requests the applicant to indicate his salary requirements. At least half of the applicants neglect to do this, presumably purposely, and so in one giant step bring their application to the brink of rejection. Several applicants imitate the justice of the peace who officiates at a wedding and asks as a fee "Whatever the job is worth to you." This approach is fundamentally wrong. You, the applicant, are the seller. It is for you to determine the price at which you are willing to sell your services.

In determining your salary required, be realistic. A mutually acceptable salary level will be based both on your value to the company and the price others would accept to perform a similar service.

I hope all this emphasis on the quality of the application does not imply that all a man needs to do is whip up a good-looking application to become director of research for a major company. No, the job should still go to the man with the solid training and experience. It is the function of the application to show that you *are* the right man.

As an analogy, think of the old adage of the analytical laboratory—"An analysis can be no better than the sample." Your application is the only sample the advertiser has of you. If it's sloppy, he must assume your thoughts are likewise sloppy; if it lies, you also lie; if it shows poor judgment in presentation, it indicates poor judgment in technical matters. It isn't all negative of course. The application may also present the picture of a crisp, neat man, sincerely friendly, one who understands the problem of the reader and presents the right data; a man solidly prepared not only for the job, but for productive association with his coworkers.



careers unlimited

To the one who plans for the future, life insurance offers opportunities:

- ✓ for service
- ✓ for personal profit
- ✓ for future financial security



**KANSAS CITY LIFE
INSURANCE COMPANY**

How the Bell Solar Battery Converts Sunlight into Electricity

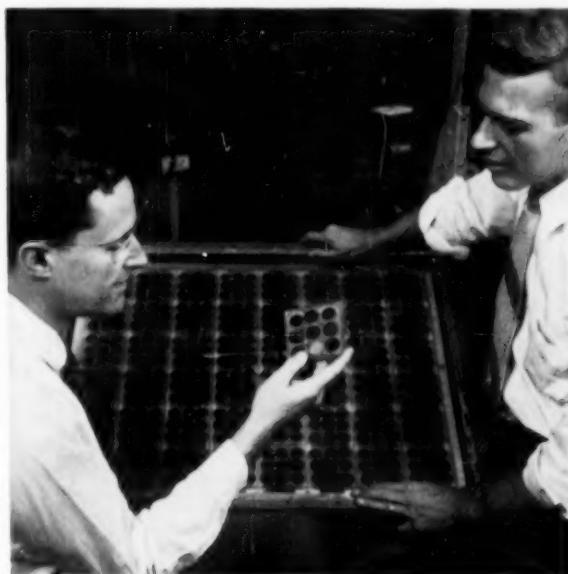
**Another example of the
pioneering opportunities
for engineers at
Bell Telephone Laboratories**

In a career with Bell Telephone Laboratories, young engineers and scientists can expect to take part in pioneering such exciting developments as the Bell Solar Battery.

Like the transistor, the Bell Solar Battery was invented by Bell System scientists. Indeed, it was the study of semiconductors which revealed the fact that sunlight could induce the movement of electrons in silicon and thus create electric current.

The basic unit of the Bell Solar Battery is a thin disc compounded of two kinds of treated silicon. The body of the disc is silicon with a trace of arsenic to provide negative potential. Into this body boron is diffused, to a depth of less than $1/10,000$ of an inch, providing positive potential. The junction of these layers of treated silicon is the "p-n" junction. Equilibrium between the p and n regions is upset when the disc is exposed to sunlight, which jolts electrons free, and causes them to move across the p-n junction. The charges pass through contacts, and current—though a small amount—flows.

In the past year, the efficiency of the Bell Solar Battery has been increased from 6 to 11%. Right now, in Americus, Georgia, the battery is being used experimentally to power a rural telephone system. And more widespread application is in the offing.



The endless search for better telephone service is creating fine career opportunities for young scientists and engineers at Bell Telephone Laboratories. Your placement officer can give you more information about careers with Bell Telephone Laboratories, and also with Bell Telephone Operating Companies, Western Electric and Sandia Corporation.



The Bell Solar Battery consists of 432 silicon discs wired together. It is mounted on telephone poles to catch prevailing sunlight, and on a sunny day can produce 10 watts. Excess energy is fed into storage batteries, to be used at night or in bad weather.

BELL TELEPHONE SYSTEM



ESSO RESEARCH works wonders with oil

Little things . . . that add up big!



*Dozens of times a day you enjoy better waxes developed from oil by Esso Research. Better lipsticks . . . and match sticks. Better shoe polish . . . soda straws . . . bread wrappers . . . milk cartons . . . little things, of course. But nothing is really little if it makes your life better and that's what we're here to do, with oil. **ESSO RESEARCH** works wonders with oil.*

Esso Research and Engineering Company, Personnel Division, Esso Research Center, Linden, N. J.

Four Steps to Service

*... New approaches to improved office techniques
for the college placement director*

By EVERETT A. TEAL

Director of Placement and Counseling
Lehigh University

During the somewhat hectic and intricate process of company recruiting and senior placement, the college placement office becomes inundated with material in the form of brochures, application forms, interviewing blanks, information sheets, ad infinitum. A constant attempt is made to disseminate this valuable and necessary literature among the students concerned, with an eye toward better organization and a minimum of confusion.

Two of the very important but occasionally overlooked items connected with company-student association are the Standard Information Sheet and the Standard Interviewing Blank. The primary reason for their lack of complete effectiveness is not the material itself but the method by which it is made available to the student.

For those unfamiliar with the Standard Information Sheet, it is an effort by the company to pinpoint objectively the over-all picture in regard to that company. It affords the student an opportunity to review briefly the general nature of a company without having to wade through voluminous matter which he so often abandons for lack of time

or incentive. He is able to survey the company makeup and its basic policies as they are applicable to his own career plans, subsequently rejecting it or investigating more deeply those companies which he feels offer the opportunity he is seeking.

The Standard Interviewing Blank, on the other hand, is a form supplied by the company, or the college. It is customary for each company to require a Standard Interviewing Blank to be filled out prior to the interviewing period. Often, however, these blanks are extremely detailed and include a number of pages liberally covered with fine print. Consequently, for interviewing purposes where the time element is of considerable importance, an application blank of this type is unwieldy and time consuming. A one-page form containing the basic information regarding the applicant may be easily scanned by the interviewer and this, therefore, is the purpose of the Standard Interviewing Blank. Should the student successfully pass the initial interview and mutual interest is expressed, a later visit to the company or further contact with its representatives will entail the preparation of a more complete company application blank.

A standard form for the interviewing blank has been prepared by the Midwest Placement Association and is widely used today. However, in view of individual state laws regulating the questions permissible on an application blank, some companies are unable to make use of their standard form. It then becomes necessary to devise a company form. Either type is entirely acceptable as long as it is brief.

Blank Could Be Included

In regard to the distribution and effectiveness of the Standard Information Sheet and the Standard Interviewing Blank, it would seem a great deal more logical and practical for all concerned if this material were included in the company brochure itself. In most instances, the placement office is supplied by the companies with brochures and similar material to distribute for the individual use of the student. It would appear advantageous in this instance to attach the Standard Information Sheet inside the front of the booklet and the Standard Interviewing Blank in the back. The advantages of this procedure are threefold:

First, it would facilitate the handling and distribution of this material by placement personnel. In other words, this method of securing all company literature within the same cover provides one neat package rather than three separate entities.

The second advantage, and in a sense related to the first, is that by enabling the placement office to handle company material in this manner its distribution is more readily assured. During the rush season when applications by the hundreds are handed back and forth, company interviews are scheduled and conducted, vocational meetings are held, and with the myriad of detail surrounding the business of ultimately aiding each of several hundred students in finding his appropriate niche, the general tenor of the placement office is not always one of tranquility. For this reason, a consolidated package of company information intended for student use within the

confines of one booklet would seem far more successful than an attempt to collate several different items. A system of this kind is particularly effective where company brochures are displayed on a table or counter for the student to help himself. In this case, the job of placement personnel in making certain the student receives what he should have is considerably alleviated.

The last, and probably the most important, reason for the incorporation of the Standard Information Sheet within the brochure is its effect upon the student. As the prospective recruit opens the booklet he is able at a glance to survey the pertinent information concerning the company as a whole. If he is disinterested, he need not waste further time reading the more detailed booklet. In most cases, however, the sheet will stimulate him to read and digest the content of the booklet and perhaps seek out other avenues of information as a result of the initial interest aroused by the sheet. Unless a student is thoroughly aware of his vocational bent and the specific company which would best meet his needs he is often stymied by the vast weeding-out process. The Standard Information Sheet, placed strategically in each brochure, will assist him immeasurably in his pre-selection process.

In the event that a college does not like this method, it may tear them out and distribute them individually.

A policy of combining the Interviewing Blank and Information Sheet with company material should undoubtedly prove mutually beneficial to the company, the student and the placement office.

Proper Display Is Important

The importance of display material has been stressed in previous issues of THE JOURNAL OF COLLEGE PLACEMENT and we are all aware of the value of such material in placement and counseling services. Numerous methods of displaying occupational pamphlets, brochures and other types of career information are utilized to a greater or lesser degree of efficiency in the various placement offices.



Here's an exciting career for college women!

A smart blue uniform, a pair of silver wings and a poised, confident bearing . . . these are the marks of one of the most rewarding careers a college woman could choose—a United Air Lines stewardess. This unique career offers excellent pay, travel over scenic routes, plenty of time off, and the opportunity of meeting new people constantly.

Among the qualifications are an attractive appearance and personality,

age 21 to 26, height 5' 2" to 5' 7", good health and vision.

An interesting sound-color film, "Scotty Wins Her Wings," describing the stewardess career, is available for college group showings. For additional information on this film, write R. F. Ahrens, Vice President, Personnel, United Air Lines, United Air Lines Building, Dept. JCP-5, Chicago 38, Illinois.

UNITED AIR LINES

The system which has been developed at Lehigh may be of interest to those who may wish to reorganize their present system of displaying occupational material.

The physical setup that we have applied in the Placement Department to the display and housing of all literature not designated for individual use by the students is located to the rear of the office. It consists of one entire wall plus half of an additional wall, which house a section of built-in cubicles for the exclusive use of company material. Each company which sends material is allotted an individual shelf.

The dimensions of each cubicle are 3½ x 12 x 18 and we have found this size to be most useful. Each cubicle is plainly tagged in front indicating the name of the company whose material is housed within it. The companies are placed in alphabetical sequence and to allow for the addition of new companies each year, a number of shelves are left vacant within each alphabetical section. The job of revision is done each year but does not entail

an excessive amount of labor because of the organization maintained throughout the year.

We have found the system of company cubicles far more effective than simply grouping material according to its industrial nature or alphabetizing it in a similar manner. The majority of students seem to be interested in certain specific companies and are able to proceed directly to these companies without any preliminary sorting out of material.

Continually placement officers are asked by students, "Who will be interviewing?" and "What will they be looking for?"

It is not always possible, of course, to have this information at your fingertips nor to take the time required to answer each student individually on these vital questions.

As it is one of the prime reasons for the existence of the placement office to attempt to inform the students about the opportunities offered in the various industries, some method must be devised to perform this service effectively.

To satisfy this need, we at Lehigh University have compiled two booklets which we feel have aided immeasurably in providing information not formerly given wholesale to the inquiring student body.

Booklet Shows Opportunities

The first of these booklets is entitled COMPANY REQUESTS ACCORDING TO CURRICULUM. The present form of this booklet, which has been developed over a period of years, is that of a chart which includes the names of all companies who have contacted us within the past year. As the title indicates, the primary nature of this booklet is to show the opportunities open to students of each major curriculum. Opposite each company listed, the chart plainly shows the requests previously made by the company in relation to each curriculum. By glancing at the booklet a student may readily see what companies are interested in recruiting men of his particular field. He needn't concentrate his efforts, therefore, on companies which do not generally have openings for people of his qualifications.

In addition to answering some of the questions asked by students which would ordinary-



Mrs. Helen Fry, Assistant Placement Director at Lehigh University, acquaints a student with the built-in file housing company literature. Each firm sending material has its own shelf.

Graduation to retirement... 11,000 days

Well, figure it out. Most college men graduate at 22; most retire at 65. In between you have only about 11,000 working days to make your mark.

Seems awfully short, doesn't it? Points up all the more the importance of getting the right start . . . with the right company.

With that in mind, let's look at a few facts about American Viscose Corporation:

Man-made fibers (such as rayon and acetate) are creating a modern industrial revolution. You find them in the clothes you wear, the rugs you walk on, the toughest tires, the frillest lingerie. The list grows longer daily of products made better with these fibers.

American Viscose produces approximately one third of all man-made fibers manufactured in the United States. In addition, one out of every three products packaged in cellophane is wrapped in AVISCO® Cellophane. Pre-packaging in cellophane is one of retailing's most rapidly growing trends.

Seven giant plants supply an ever-expanding market for Avisco products. Avisco leadership has already been established; the future for Avisco men looks bright indeed.

For the right start . . . with the right company . . . you would do well to learn more about American Viscose Corporation.

Just write:

Personnel Recruitment and College Relations Dept.
American Viscose Corporation
1617 Pennsylvania Boulevard
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Positions

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PRODUCTION Engineer (Industrial, Mechanical, Chemical),
Personnel, Labor Relations, Accountant,
Purchasing Agent, Control Chemist, Statistician

PILOT PLANT Chemist, Chemical Engineer

DEVELOPMENT Development Chemist, Engineer (Design, Chemical)

ENGINEERING Engineer (Design, Construction, Mechanical,
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SALES Rayon Fibers, Cellophane, Acetate Fibers, Resin Fibers,
Plastics, Plastic Yarns, Textile Chemicals



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ily be put to the placement officer, this booklet is found to be extremely useful to faculty members. In working with students, counselors, advisors, department heads and other personnel counselors are able to consult the booklet for up-to-date information on the industrial picture as it affects the students with whom they are concerned. In addition, they are able to use it as an illustrative aid to answer questions asked by students concerning a future career.

Developed by Experimentation

The evolution of REQUESTS ACCORDING TO CURRICULUM (a sample page is reproduced below) is one that has grown over a period of experimentation and there is still need for improvement.

One difficulty we encountered in producing the booklet was the problem of nomenclature.

Because industry does not use standard terminology in designating the various facets of employment, there was some confusion on our part as to the method we would use to standardize our booklet and assure its validity. We ultimately arrived at groupings which we felt would be fairly accurate in relation to the courses of study offered at Lehigh.

Many of you may agree that a booklet of this type would be of considerable benefit to both students and faculty but shake your heads and sadly complain that the financial situation just will not allow for another burdensome expenditure. The problem may be easily surmounted by simply mimeographing and stapling together the sheets.

The second booklet which we have compiled and found extremely successful is a *Directory of Companies*. This is, as its title indicates, an alphabetical listing of all companies who

BUSINESS ADMINISTRATION

	GENERAL	ACCOUNTING	MARKETING	MANUFACTURING	SALES	RESEARCH	MANUFACTUR-	MANAGEMEN-	MANUFACTUR-	MANAGEMEN-	MANUFACTUR-	MANAGEMEN-
ATMIA LIFE INSURANCE COMPANY	X				X				X			X
ALLEGHENY LUDLUM STEEL CORP.	X	X	X					X	X	X	X	
ALLEN-BRADLEY COMPANY	X	X										
ALLIED STORES CORPORATION	X											
ALUMINUM CORPORATION OF AMERICA	X	X	X									
AMERICA FORE INSURANCE GROUP	X											
AMERICAN TRADE LEAD COMPANY	X	X										
THE AMERICAN IRON COMPANY	X	X										
AMERICAN CAN COMPANY												
AMERICAN CYANAMID COMPANY	X											
THE AMERICAN INSURANCE GROUP	X		X		X							X
THE AMERICAN METAL COMPANY, LTD.	X											
AMERICAN STONES COMPANY	X											
AMERICAN TAC COMPANY												
AMERICAN TELEPHONE AND TELEGRAPH	X	X										
ARCHER-DANIELS-MIDLAND COMPANY	X	X										
ARTHUR ANDERSEN AND COMPANY	X											
ARMSTRONG CLOTH COMPANY	X				X	X	X					
THE ATLANTIC REFINING COMPANY	X	X										
BANDETS TRUST COMPANY	X	X	X	X	X	X		X	X	X	X	
THE BELL TELEPHONE CO. OF PENNSA.	X	X		X	X			X	X	X	X	
BEAW KNOX COMPANY	X	X										
BLOOMINGDALE BROTHERS												
THE BROOKLYN UNION GAS COMPANY	X											
THE BRUSH ELECTRONICS COMPANY	X	X										
BUCYRUS-EIOL COMPANY	X											
THE HULLARD COMPANY	X	X										
BURROUGHS CORPORATION												
CALIFORNIA TEXACO OIL COMPANY LTD.	X	X										
CAMPBELL SALES COMPANY												
CAMPBELL SOUP COMPANY	X	X										
THE CARBONIZED COMPANY	X	X	X	X				X	X			
CENTRAL PENN NATIONAL BANK	X											
CHASE BRAIN AND COPPER COMPANY	X											
THE CHASE MANHATTAN BANK												
CHOCOLATE MANUFACTURING CORP.	X	X										
CHOCOLATE MILLS, INCORPORATED	X											
CHESTER CORPORATION												
J. W. CLEMENT COMPANY	X	X										
CLEVELAND GRAPHIC SOURCE CO.	X	X										



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contact us regularly. Included beneath the company name is the company address, its major industrial product and the name of its employment director. A sample page is reproduced at the right.

In the event that a student wishes to contact a company on his own, he is provided with all the necessary data.

Useful to Veterans

We have found this directory particularly useful in aiding returning veterans and servicemen nearing the end of their military career who have begun to ponder the question of a civilian career. In many cases these men, having entered the service upon graduation, are virtually starting from the point where the current graduates are situated. They must reorient themselves to the present employment market and in a good many instances begin to locate a first job with no more experience than the boy who is about to graduate from college.

Often these servicemen are not able to come directly to the placement office or wish to put out a few feelers on their own while still stationed far from their prospective location. Upon their initial inquiry we customarily send them as part of the usual alumni data a Company Directory and a *Company Requests According to Curriculum* so that they may contact the companies in which they may be interested or, in certain cases, advise them to check these companies and return the booklet to us so that we may schedule future interviews or perhaps refer company representatives to them.

Also Serves Alumni

Similarly, alumni who are already employed but who wish to change their employment status, find this booklet of value in contacting companies on their own. As a compact and convenient reference, the *Directory of Companies and Company Requests According to Curriculum* have proven themselves invaluable aids to the placement officer, the student and the alumnus.

JOHNSON SERVICE COMPANY
2852 N. 12th Street, Corner Cambria, Philadelphia 33, Pa., D. S. Plewes, Manager
Automatic Temperature and Air Conditioning Control Systems

DUANE JONES COMPANY, INC.
570 Lexington Avenue, New York 22, New York
Advertising Agency

JONES AND LAUGHLIN STEEL CORPORATION
3 Gateway Center, Pittsburgh 30, Pa., P. S. Wainwright, Supervisor of Training
Steel Works and Rolling Mills

KAISER SERVICES
Kaiser Building, Oakland 12, Calif., Frank H. Wickhorst, Director of Personnel, Procurement and Training
Professional Engineering Services

KAISER STEEL CORPORATION
P. O. Box 217, Fontana, Calif., J. F. Giroux, Employment Manager
Steel Works and Rolling Mills

THE KALAMAZOO VEGETABLE PARCHMENT COMPANY
Kalamazoo, Mich., J. J. Pivonka, Personnel Manager
Manufacturers and Conveeters of Paper

THE M. W. KELLOGG COMPANY
225 Broadway, New York 7, N. Y., M. A. Coyne, Manager of Personnel
Heavy Construction

SPENCER KELLOG AND SONS, INCORPORATED
Edgewater, N. J., B. F. Wood, Works Manager, *Crushing of Oil Bearing Materials, Refining and Processing of Oils*

KENYON & ECKHARDT, INCORPORATED
247 Park Avenue, New York 17, New York
Advertising Agency

KIMBERLY-CLARK CORPORATION
Neenah, Wisconsin, Harry D. Gates, Industrial Relations Dept., Personnel Procurement Supervisor
Paper and Paperboard Mills

KOPPERS COMPANY, INCORPORATED
Metals Products Division, Baltimore 3, Md., H. W. Buswell, Employment Supervisor
Byproduct Coke Ovens and Coke Byproducts

KOPPERS COMPANY, INCORPORATED
Chemical Division, Pittsburgh 19, Pa., N. L. Scanlon, Assistant Manager Industrial Relations
Byproduct Coke Ovens and Coke Byproducts

KUDNER AGENCY, INCORPORATED
575 Madison Avenue, New York 22, New York
Advertising Agency

LATROBE STEEL COMPANY
Latrobe, Pa., Stewart G. Fletcher, Chief Metallurgist
Rolling, Drawing and Alloying of Nonferrous Metals

LEBANON STEEL FOUNDRY
Lebanon, Pa., E. A. Blankenmeyer, Manager, Personnel and Training
Steel Foundries

LEEDS AND NORTHRUP COMPANY
4901 Stanton Avenue, Philadelphia 44, Pa., C. J. Minich, Employment Supervisor, Industrial Relations Department
Instruments for Indicating, Measuring and Recording Electrical Quantities and Characteristics

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Please send me further information on my career as an officer in the Women's Army Corps.

Name

Address

City Zone State

College or University Major Date of Grad.

may we talk to YOUR ENGINEERING GRADUATES?

Perhaps what we have to say can assist you in helping place the right people in the *right* jobs.

There are a number of reasons why we feel that this is so — and many of these reasons are of equal importance. Probably one of the most important is the length of time we have been engaged in selecting people and, at the same time, growing with these people to a position of unparalleled eminence in our field — that of steam generation and all that it means, to us, to our people and those we serve. And, after all this time — nearly a century — we find that the future is brighter and more exciting than ever . . . brighter for engineers in Sales, Manufacturing, Quality Control, Field Erection, Service, Research, Development and Design.

Our whole history is one of progress and achievement in every phase of steam for power, a history written by the *right* people in the right jobs. Maybe, right now, you know *some* who will continue this history.

We have a book that more completely describes The Babcock & Wilcox Company and what it offers. It is called "Opportunities with Babcock & Wilcox." They can be had, in any quantities you wish, merely by writing and asking for "Opportunities." Student Training Department, The Babcock & Wilcox Company, 161 East 42nd Street, New York 17, N. Y.



Regional Reports

Western, Southern, and Middle Atlantic Associations give details of meetings

The sixth annual Western College Placement Association Conference was held on January 19 and 20 at San Diego, California. Following are some of the highlights of the conference. The theme of the conference was "To Have and To Hold." "Old Mexico" was stressed in the atmosphere and entertainment.

I. Current Trends in College Recruiting by Wallace Jamie — Carnation Company, Los Angeles.

"My very pretty secretary says there are no inexperienced engineers, but last year reporting companies hired 4,769 inexperienced engineers and hope to tag 7,124 this year. 7,064 non-engineering people were hired in 1955 and these companies will try to recruit 8,249 in 1956." The over-all needs of these companies are up 71% from last year and, consequently, more colleges and universities are to be visited by these companies. The West reported consistently high engineering salary levels. In the South, the rates were consistently low, relatively. Other areas, especially the Midwest, showed broader fluctuations. In general, salaries are up e.g., engineers \$371 in 1955, now \$394; accountants \$339, now \$352; sales \$339, now \$358; general business trainee \$337, now \$343.

Reports on attrition are tremendously interesting to recruiting concerns. Most of these companies said they were able to hold

67% of their men for five years with the heaviest loss occurring in the first year.

Recruiter urged seniors during the interview to:

- Dress neatly.
- Be relaxed and natural.
- Ask considered questions.
- Be interested in the company and the job.
- Be sincere; forthright.
- Speak clearly, well, and enthusiastically.
- Sell themselves.
- Be on time.

Summarizing from an opinion research company:

1. 72% of the seniors did not do any off campus job hunting.
2. Average topflight candidates saw 6 to 10 companies.
3. Three to five companies either offered candidate a job or a plant trip.
4. Success or failure of the company's hiring effort depended heavily on the skill of the recruiters.
5. Some recruiters were described as "arrogant, crude, uninformed."
6. Seniors expect interviews to be personable.
7. 91% of the seniors queried said they had read or looked over company printed materials.
8. Centralize recruiting efforts.

9. Assign recruitment responsibility to specialists who work at it the year around.
10. Train your recruiters formally after having selected them.

II. *Audio-Visual Recruiting Demonstration*, Herald L. Carlston, University of Utah.

Business, industry and government want to tell their story to graduating seniors. Audio-Visual techniques in placement and recruiting can be of great assistance. These techniques include slide-sound communication, amateur and professional 35 mm. motion pictures with sound and magnetic tape voice recordings. The University of Utah in conjunction with several companies has been experimenting with these types of presentations. The University of Utah has established an Audio-Visual library in conjunction with the Placement Office. Dr. Carlston reported that this type of communication has been well received by the graduating seniors and the cooperating companies report that the experiment has been most satisfactory for them.

III. *Present Recruitment Practices*, Mrs. Vera Christie, University of California, Berkeley, California.

It was reported that in a survey concerning recruitment practice the following complaints were registered most often:

1. Use of high pressure to force a decision, *e.g.*, unrealistic deadline dates, increasing offer after student had accepted another position.
2. Misrepresentation of one kind or another, *e.g.*, work assignments, job location, amount of travel, promotional opportunities, and training program.
3. Criticism of other potential employees.
4. Use of unofficial procedures to contact students.
5. Hiring students in excess of requirements to insure a full staff.
6. Closing out a fellowship if employee does not prove to be the best regardless of previous commitments.

IV. *Non-Directive Interviewing*, R. H. Hamstra, McMurry, Hamstra Company, San Francisco, California.

1. Most of the attempts to improve interviewing techniques stem from the fields of psycho-therapy and guidance.
2. Psychiatrists have developed highly structured interviewing techniques. At the other extreme is the non-directive technique. Both types of interviews are useful.
3. The pattern interview is *not* a question and answer method, but insures that all pertinent and useful data is obtained.
4. The twenty minute periods used at many college placement offices are completely inadequate. We might try ten minute preliminary screening sessions to be followed by adequate interviews at a later date for those qualified candidates.

V. *To Hire and To Hold*, R. N. Dyer, Humble Oil & Refining Company, Houston, Texas.

1. There is a trend of better co-ordination between placement offices and company recruiters.
2. A survey showed 26% of seniors joined a company because they gained a knowledge of the company through the quality of the interviewer.
3. The senior wants to know:
 - a. What am I going to do?
 - b. Policies relating to advancement.
 - c. Initial salary.
 - d. Policies in regard to his future.
 - e. Benefit plans.
 - f. Military policies.
 - g. Housing, churches, etc.
 - h. Financial history of the company.

VI. *Foibles of Recruitment*, Panel.

Chairman—Herb Gatzke, Occidental College, Los Angeles, California.
 Glen Holmes, Solar Aircraft, San Diego, California.

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SCIENTISTS,
PHYSICISTS,
APPLIED
MATHEMATICIANS**

Before you say "yes" to any job offer, investigate the advantages of a career at one of North American's divisions where engineering history is being made *now* in these four unlimited fields of the future.

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In the field of ELECTRO-MECHANICAL ENGINEERING—producing new missile guidance systems, fire and flight control systems, computers and recorders.

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Pioneers in the creative use of the atom

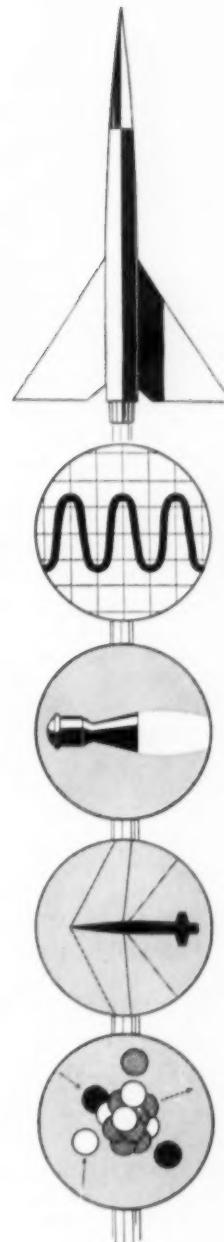
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NORTH AMERICAN AVIATION, INC.

Keith Duffin, Brigham Young University, Provo, Utah.

Thomas Jepson, Hughes Aircraft Co., Culver City, California.

Richard Ludlow, Shell Oil Company, Los Angeles, California.

Karl Onthank, University of Oregon, Eugene, Oregon.

1. Respect the student as an individual and not as a commodity.
2. Don't leave the student dangling.
3. Meet the draft problem head-on.
4. Recruiters should "carry the ball"—do not expect the student to monopolize the time.
5. Sales talk interesting—not canned.
6. Students most interested in long time prospects with a company.
7. If team interview technique is used, organize the interview so that it will accomplish its purpose.

VII. Reducing Turnover in Training Programs, Panel.

Chairman—Ivan McCollom, San Diego State College, San Diego, California.

Mills Hodges, Proctor & Gamble, Long Beach, California.

W. R. Dorman, General Petroleum Co., Los Angeles California.

O. J. Haavik, Continental Can Co., San Francisco, California.

B. T. Mullaney, Crown Zellerbach Corp., Portland, Oregon.

Fred Walker, Aluminum Co. of America, Los Angeles, California.

1. Recruitment is wasted if employee doesn't stay with the company. The first five years are the critical years.
2. "Crown Princes" create problems; you must:
 - a. Convince employee that he can be his own worst enemy.
 - b. Explain to staff why this special treatment.
 - c. Consider carefully the length of the training program; neither too short nor too long.

3. Some firms reported no turnovers in their programs in five years.

4. Some companies tailor the training program to meet the employee's needs.

5. Greatest factor in retention of college graduates is to maintain honesty and to take care of last year graduates by maintaining respect for them and assisting them.

6. Provide employee with a feeling that this company is "a good place to work."

VIII. *Industry's Challenge to Tomorrow's Graduates*, Sandy Coggan, Convair, San Diego, California.

1. America is the greatest show on earth.
2. We are starting up a new expansion slope in industry.
3. There will be more people, and hence more job opportunities, but not enough people to fill the jobs.
4. Automation requires people in unprecedented numbers.
5. The greatest educational need in the future may well be management.
6. Tomorrow's graduates must face the monster of increasing business costs.
7. Half of college training should be devoted to general cultural subjects.
8. The ratio of engineers to other industrial personnel is changing so rapidly it is hard for us to comprehend the transition.
9. The graduate need not stop his formal education after joining a firm.
10. We are engaged in a technological contest with communism.

IX. Work Shops.

Recruitment.

Chairman—J. B. Holmes, General Electric Company, Schenectady, New York.

Eldon Evenson, Arthur Anderson Co., Los Angeles, California.

Jack Rettig, Convair, San Diego, California.

wanted:

men with inquiring minds

YES, the inquiring mind is pretty important to us here at General Motors.

Frankly, General Motors President Harlow H. Curtice called it one of the fundamental reasons for GM's success.

He said recently, "This point of view is never satisfied with things as they are. It assumes that everything and anything—whether it be product, process, method, procedure, or social or human relations—can be improved."

In all honesty, we believe that young engineers gifted with this questioning and questing outlook certainly can look forward to outstanding career prospects at General Motors.

They have a chance to work closely with, and to learn from, a team of experienced engineers at any of GM's 34 decentralized manufacturing divisions with 122 plants in 67 U.S. cities.

They can develop their own interests and aptitudes in a company that produces not only cars and trucks, but also Diesel and aircraft engines, home appliances, earth-moving equipment and many other products.

And of course they have the benefits of the security, prestige, research facilities and training programs that only the world's most successful industrial company can provide.

But best of all—because GM calls forth the best that's theirs to give, their work tends to remain a constant challenge and excitement.

If you know any young engineers with a creative bent—who still haven't decided what course to follow—perhaps you'd like to pass these thoughts along to them.

***GM Positions Now Available in
These Fields:***

CHEMICAL ENGINEERING
AERONAUTICAL ENGINEERING
MECHANICAL ENGINEERING
METALLURGICAL ENGINEERING
ELECTRICAL ENGINEERING
INDUSTRIAL ENGINEERING
BUSINESS ADMINISTRATION

GENERAL MOTORS CORPORATION

Personnel Staff, Detroit 2, Michigan

H. D. Richardson, Arizona State College, Tempe, Arizona.

James Souther, University of Washington, Seattle, Washington.

Selection.

Chairman—Milton Hahn, Univ. of California, Los Angeles, California.

Wallace Burch, Weyerhaeuser Timber Co., Tacoma, Washington.

Edward Glaser, Edward Glaser Associates, Pasadena, California.

Betty Hanneman, United Airlines, San Francisco, California.

Training.

Chairman—Edward English, Bethlehem Pacific Coast Steel Corp., San Francisco, California.

Frank Perry, Crane Company, Los Angeles, California.

J. E. Smith, Armstrong Cork Co., Lancaster, Pennsylvania.

Retention.

Chairman—J. D. Snider, University of Indiana, Bloomington, Indiana.

William Eldridge, Booz, Allen & Hamilton Company, Los Angeles, California, Phyllis Staples, University of California, Riverside, California.

Donald S. Hayne, University of Washington, Seattle, Washington.

John Rockfellow, Union Oil Company, Los Angeles, California.

Placement Officers.

Chairman—Mrs. Florence Watt, University of Southern California, Los Angeles, California.

Shelton Beatty, Pomona College, Claremont, California.

Worth Bernard, Chapman College, Orange, California.

Walter Bristol, The State College of Washington, Pullman, Washington.

John E. Jones, California State Polytechnic College, San Luis Obispo, California.

Recruiters.

Mr. McCully, Pacific Telephone & Telegraph Co., Los Angeles, California.

Mrs. Mary Allen, Southern Counties Gas Co., Los Angeles, California.

Lucien L. Escallier, Plumb Tool Co., Los Angeles, California.

Arch Hidy, Sears, Roebuck & Co., Los Angeles, California.

Dwight W. Zook, North American Aviation, Los Angeles, California.

**SOUTHERN COLLEGE
PLACEMENT OFFICERS ASSN.**

Annual Meeting in Mobile, Ala.

Nov. 30 to Dec. 2, 1955

The ninth annual meeting of the Southern College Placement Officers Association was held November 30 to December 2, 1955 in Mobile, Alabama. Approximately 300 employment representatives and college placement officers were present. Proceedings began with addresses of welcome by: Scott Farley, President of SCPOA; Dean J. E. Hannum, Alabama Polytechnic Institute; Dean J. R. Cudworth, University of Alabama; A. L. Ross, Vice President and Assistant General Manager, Southern Kraft Division, International Paper Company.

Following a get-acquainted session, the conference divided into two groups. The industrial representatives discussed "How to Make Most Effective the Contact between Your Company and the College," with Mr. R. N. Dyer of the Humble Oil & Refining Company presiding, and assisted by the following panel members: C. S. Henagan, Southern Bell Telephone; D. B. Lobingier, Westinghouse Electric; Ralph Lyon, Armstrong Tire & Rubber; A. B. Robertson, Crawford & Company. The placement officers discussed "How to Make the Placement Office More Effective on Your Campus," with Mrs. Margaret Blair, Florida State University presiding and the following panel members: Frank Carroll, Louisiana State University; Robert Leshe, Mississippi State College; Maurice Mayberry, University



These are good jobs . . .

Young engineers who select careers in the petroleum industry have opportunities for professional progress. They have the usual assurances of job security and better-than-average insurance and retirement benefits. The pay is good.

But jobs in the oil industry are *good* jobs for more than tangible reasons. The intangible returns are as high, or higher.

Working for an oil company is important work. The petroleum industry supplies about 60 per cent of the nation's energy requirements; and the continued discovery and development of oil reserves in the U. S. is vital to national defense.

Most of the managers of today's oil companies grew up in the industry, and some of the finest scientific brains of the country have developed in oil industry research laboratories.

The industry values and recognizes a man's willingness to accept responsibility and his ability to discharge it. Management welcomes new ideas, a fresh approach, creative thinking.

. . . Yes, jobs in the petroleum industry are *good* jobs. Oil company engineers and scientists are not only well paid; their work is useful, important, completely satisfying to every man's desire to follow his personal bent.

HUMBLE

HUMBLE OIL & REFINING CO.

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Houston 1, Texas

QUICK FACTS ABOUT THE HUMBLE COMPANY

Area of Operations

Texas, New Mexico, Florida, Alabama, Georgia, Mississippi, Louisiana, California, Washington.

Wells drilled annually:

900-1000.

Crude Oil Production:

Averages 550,000 barrels daily.

Refining Capacity:

280,000 barrels daily.

Retail Sales:

Texas and New Mexico. Leading Texas marketer.

Humble Pipe Line Co.:

Operates crude oil and products pipe lines in Texas; transports an average of about 750,000 barrels daily.

of Florida; and Mrs. Marie Wicker, North Carolina State College. A representative of each group then reported to a joint session for discussion.

Mr. William D. McIlvaine of the University of Alabama presided at the luncheon meeting. Dr. John M. Gallalee introduced Mr. L. M. Smith, President of the Alabama Power Company whose topic was "The Industrial South Today and Tomorrow."

The afternoon was free for tours of the Bellingrath Gardens, harbor facilities, and general points of interest in Mobile.

Following an early evening social hour and buffet supper to which Alabama and Mobile businesses and industries were hosts, an informal sing session was held with the following masters of ceremonies: George E. Mullin, Jr., General Electric; Ed Smith, Armstrong Cork Company; Phil Yost, Connecticut General Insurance Co.

The Friday, December 2, session got under way with a panel discussion of "A Student Accepts a Job—Then What?", with the following presiding officers and speakers: Mr. C. H. Penland, National Security Agency; Mr. C. J. Wileox, J. C. Penny Company; Mr. R. G. Alleman, E. I. duPont de Nemours & Company; Mr. A. W. Moise, Ralston-Purina Company.

"Big Chief" George Street of the University of Mississippi presided over a "Placement Pow-Wow," an open discussion session.

At the luncheon meeting presided over by Mr. B. B. Warren of the American Cast Iron Pipe Company, a report on the JOURNAL OF COLLEGE PLACEMENT was made by Mr. Robert T. Addis, Editor. Dean Fred W. Ajax of Georgia Institute of Technology spoke on "Ajax the Romanticist."

At the afternoon business meeting the following officers were elected for the coming year. President—William H. Cato, Virginia Polytechnic Institute; Vice-President—Johnnie Branch, Tulane University; Secretary—Howard H. Lumsden, University of Tennessee; Treasurer—Maurice E. Mayberry, University of Florida. Board Members—Mrs. Margaret

Blair, Florida State University; C. G. Johnson, Deering Milliken Service Corporation; James E. Roper, Alabama Power Company; and Mrs. Josephine P. Schaeffer, University of North Carolina. It was voted to hold a 1956 joint meeting with the Middle Atlantic Placement Officers Association at Old Point Comfort, Virginia on October 14-16, 1956.

The conference concluded with a banquet. Miss Anne Seawell, University of Georgia introduced the speaker, Dr. Kenneth McFarland, Education Consultant, General Motors Corporation.

MIDDLE ATLANTIC PLACEMENT OFFICERS ASSN.

*Fall Meeting at Pennsylvania State University
Sept. 25, 26 and 27, 1955*

The work of the fall conference was divided into four workshop sessions under the following headings:

"Placement Statistics and Follow-Up" under the leadership of Horace C. Houghton of the Bethlehem Steel Company and Everett A. Teal of Lehigh University.

"Pre-interview Counseling" under the leadership of Vernon O. Davis of the Bakelite Company and Gordon Sikes of Princeton University.

"Adoption of Pre-interview Form" under the leadership of J. Edward Murphy of the Bell Telephone Company of Pennsylvania and John Kirkwood of Rutgers University.

"Recruitment and Employment of Military Eligibles" under the leadership of Kenton Marlin, Jr., of Crown Central Petroleum Corporation and Paul Sherwood of the University of Pittsburgh.

Reports of the Workshops were as follows:

It was agreed between the two leaders that the subject should be presented from the standpoint of "Statistics and Placement Studies." A preliminary outline was prepared covering the four headings as indicated and referring briefly to related studies also. The outline follows:

CAREER OPPORTUNITIES

in Automotive and Electronic Engineering

at

AC Spark Plug

The Electronics Division of General Motors

Flint, Michigan

We need newly-graduated engineers and men with advanced degrees in engineering and physics.

— — — —

IN THE AUTOMOTIVE FIELD: positions open in Systems Engineering and Analysis, Experimental Engineering, Test Engineering, Development Engineering, Product Engineering.

IN THE ELECTRONIC FIELD: positions open in Computer Systems, Servo Mechanisms, Radar, Electronic Circuit Design, Electronic Packaging Design, FM Radio Communication, Wave Guide Transmission Lines and Microwave Antenna, Mechanical Design, Electrical Design.

— — — —

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— — — —

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- A. What studies have been and are being made?
 - 1. Salary
 - 2. Predicted needs of industry
 - 3. Predicted number of graduates by institutions
 - 4. Student preference rating in job selection
 - 5. Predicted number of veterans and non-veterans graduating
 - 6. Geographical living locations and job acceptance locations of students
 - 7. Follow-up
 - 8. Others
- B. What studies should be made by the college and by industry and who should make them?
- C. What method might be adopted to standardize these studies?
- D. What method of distributions could be developed?
Related Studies
 - 1. Standard interviewing sheet
 - 2. Code of ethics
 - 3. Company literature
 - 4. Fringe benefits
 - 5. Effect of industrial recruiting techniques
 - 6. Others

The discussion of the approximately 20 members of each group was very similar in both cases, and the conclusions reached were briefly those which follow:

1. *Salary surveys.* This group of surveys was found very beneficial, but there were some objections in that they did not provide information for individuals. It was particularly pointed out that reasons why one man is worth more than another were not evident. It was recommended that an annual survey be provided and that technical and non-technical people should work separately on it. While campus surveys are good, a composite of Middle Atlantic companies would be helpful. Both groups were unanimous

that the Midwest survey was very good, but must be adapted to local groups.

- 2. *Predicted needs of industry.* It was pointed out that the current need is in specific fields and that it is difficult to predict due to the variable yearly and geographical distribution of needs by companies. No long-range forecast can be made by industry.
- 3. *Predicted number of graduates by institutions.* Colleges and universities are having difficulty predicting the number of graduates, in view of the draft, and have found that the number of veterans tends to stabilize the prediction. It was suggested that information sheets from colleges should be sent out in July, indicating the students graduated in the different curricula.
- 4. *Geographical living locations.* The consensus of the two groups indicated that geography is an increasingly important factor in job acceptance. Studies made by the University of Detroit, Westinghouse, Goodyear and American Telephone and Telegraph were referred to. In each instance, the influence of the wives of the graduates was an important factor in job selection. Reference was made to a book published by Harpers, entitled "America's Resources of Specialized Talents," by Dale Wolfe.
- 5. *Follow-up.* The problem of follow-up was discussed at length, both from the standpoint of the placement officers and from the standpoint of industry. It was pointed out that the request for information should be sent to the individual and not to the industry or to the college. Some states forbid some types of inquiries.
- 6. *Studies made by college and industry.* The difficulty in obtaining continued data from college and industry was pointed out by one member who indicated that a chemical professor had recently been made placement officer at his college. Obviously the loss of time in orientation

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prevents continuous study. It was felt, however, that continuing studies by industry might be helpful.

7. *Standardized study.* It was felt that no particular benefit would be derived from making studies standard for all industries and all colleges since local situations and requirements drastically affect the studies and the results obtained.
8. *Method of distribution.* The group felt that those making studies should be sure that all industrial members involved be included. There is a tendency to include those on a specified mailing list.
9. *Related studies.* It was felt that study should be made of the effectiveness of company literature on the campus and the methods of its distribution. There is a distinct lack of company literature suitable for women's colleges. Also, there is a definite lack of films for use by women's colleges. Many colleges have adapted a standard sheet for industrial information which is placed in campus books for distribution. It was felt that, while a single sheet of industrial information was preferred, some more data might be included. While industry has adjusted to a standard interviewing sheet in some cases, the variations in questions from college to college present some difficulties.

Discussion was limited to the subject of job seeking by Seniors. Importance of counseling was emphasized. Such pre-interview counseling should start at latest by the end of Junior year, preferably earlier and to be combined, if possible, with academic counseling. Counseling, always with regard to candidate's own interests and aptitudes, should include consideration of extra-curricular activities. He must be given information which can be discussed at home with parents and friends.

- A. Career conferences, group meetings, printed material by themselves are not sufficient. These can be stimulating, but should be supplemented by individual conferences always with the idea

of directing the individual to try to find where and how his particular talents and interests can best be utilized. Attention was called to the benefits of summer jobs as they apply to permanent jobs—benefit to candidate, to company, to placement office.

1. Burden of career conferences should be shared by companies always on the ethical basis to promote the field of activity not an individual company.
2. Results of mental ability tests should be made available to companies to avoid repetition of testing, marking to be expressed in common terminology. Other tests should remain confidential.
- B. 1. In the job interview as a Senior the company representative has right to expect candidate to have prepared himself for the interview by learning about the company, its location, products, services. He should be able to express an opinion as to the work for which he believes himself qualified. The candidate must realize that his first job may not be interesting or important and that he must work long and hard to prove that he is capable of assuming greater responsibilities. He must "serve on the scrubs before he makes the varsity."
2. During the interview the student should be himself and make every effort to sell himself to the company representative.
3. The student should acknowledge promptly all correspondence and not hold too many offers pending at one time.
4. He should be certain that he is interested in the company before taking a secondary interview.
5. In this connection it was suggested that the pamphlets of the Department of Labor "Occupational Outlook Series" give excellent information about the basic requirements of various jobs.
- C. Responsibilities:
 1. The company must provide simple but

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adequate information about its operations and openings at the time it will be most useful to each individual placement office.

2. The placement officer must see that company information is distributed not only to candidates, but to members of the faculty whom it concerns.
3. The recruiter must be able to discuss his company as a whole as well as the requirements of particular divisions and departments. He must be fair in his presentation of the employee's first job and possible progress. He must be careful, in particular, in defining jobs that his terminology be not misunderstood.

The workshop sessions on "The Recruitment and Employment of Military Eligibles" yielded the following suggestions:

1. It was generally agreed that company interviewers should not use eligibility for military service as a reason for not being

interested in an interviewee. In the past when company representatives have given pending military service as the reason for non-interest it has resulted in other students on the schedule canceling interviews at the last minute. In cases where company policy is not to offer employment to men before military service, that policy should be clearly stated before the interview is scheduled. It was recommended that these companies, regardless of size, reassess their recruitment policy and consider their moral obligation to hire some men who are military eligibles.

2. The problem of keeping in contact with men during their military tours is handled in several ways. For those men who were not employed before service, the sending of annual reports, house organs, and brochures on new products is common. For those who were employed before service, these same materials plus personalized letters and publications are

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used. In both cases, the personalized approach has proved more effective than routine mailings. According to company representatives taking part in the discussions, 85% to 90% of the men who were employed and then went into the service returned to their pre-service employers. This also suggests the possibility of attracting other people to their employer while they are in the service since company material appears to receive wide circulation within military units.

3. In the interests of the company, of the employee going into the service, and of the national welfare, companies are urged to make every effort to help men get into military occupation specialties which are related to their education and their peace-time positions. Some companies have reported excellent success in writing to military headquarters and even to the Pentagon giving the educational background and civilian employment of these men. College people are urged to help their graduates in the same manner. Many government installations are interested in securing graduates for technical assignments as soon as they have completed their basic training. Cooperation by the various services has been very good and many men, both technical and non-technical are receiving military assignments paralleling their civilian occupations.
4. Some points of general interest that were brought out include the fact that most men hired before military service are staying with a company longer than was originally expected, and the elapsed time between graduation and military call seems to be increasing. The new Reserve program may change this as well as many of the other policies in dealing with the military eligibles. There was a general preference expressed by companies for ROTC graduates rather than those with 2S deferments, although some

felt the 2S men are being held out longer and longer because of the increasing number of voluntary draftees. It was agreed companies should keep placement offices informed about current openings throughout the year in order to facilitate contacts with men coming out of the service who had not been employed prior to their service or who wish to investigate current opportunities. The participants in both sessions agreed the placement officers should give full assistance to returning veterans desiring to explore current job possibilities even if these veterans had been employed prior to entering service.

5. The placement officers present agreed that their problem of getting graduates to investigate employment opportunities prior to military service is lessening. Continued efforts must be made to encourage the military eligibles to take interviews in their senior year.
6. Some concern was expressed by company representatives over the increasing spread between starting salaries of non-technical and technical college students. The practice of paying military service premiums is accelerating the growth of this starting salary differential since the preponderance of these premiums are being paid to technical graduates.

WESTERN COLLEGE PLACEMENT ASSOCIATION

Seventh Annual Conference

An innovation for the Western College Placement Association will be the suburban setting for its next annual conference on January 17-18, 1957, at the Villa Hotel in San Mateo, California.

According to R. C. Beverstock, general conference chairman, the Villa Hotel is a large and luxurious motel with as much or as little personal service as the guest desires. Citing San Mateo's claim to have the nation's most moderate climate, he invites members to make plans to confer beside the swimming pool.

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MIDWEST COLLEGE PLACEMENT ASSOCIATION

Details of 1956 Programs

Two meetings are scheduled for the remainder of 1956 by the MCPA; the meeting of the active members at Indiana University on May 8, 9, and 10 and the annual fall meeting for active and associate members at the Carter Hotel in Cleveland, Ohio, on Sept. 11 and 12.

J. D. Snider, president, will be host to the May meeting in Bloomington while David Robinson of DePauw University, vice-president of MCPA, will be in charge of the program. At Cleveland, Arthur Bach, Director of Placement and Personnel of Case Institute of Technology and V. A. Buescher, Office and Technical Placement Manager of Thompson Products, Inc., will serve as co-chairmen. The Cleveland program will be under the direction of Michael J. Vaccaro of the personnel office, Lewis Flight Propulsion Laboratory of the National Advisory Committee for Aeronautics. Charles Ladd, Supervisor-Personnel of the American Steel and Wire Division of the United States Steel Company will be responsible for publicity while William Gilman, Jr., Assistant Director of Employee Relations of the Brush Electronics Co., will arrange the entertainment.

Others responsible for the Cleveland meeting include: Elwood Glass, Jr., Industrial Relations Assistant to the Technical Manager, Standard Oil Co., registration; J. P. Fleming, Coordinator of Training, Safety, and Employment, Cleveland Electrical Illuminating Co., housing, and Gordon A. Sutton, Jr., Personnel Relations Dept., the Glidden Co., treasurer.

Planning has already begun for MCPA's annual fall meeting of 1957 which will be held in Detroit. Donald C. Hunt, Director of the Department of Coordination and Placement of the University of Detroit, and Preston Amerman, Assistant Employment Manager of the Detroit Edison Co., have accepted the co-chairmanship. The May meeting of 1957 will be held at the college or university of the MCPA president for the year.

Letters

TO THE EDITOR

As the medium of exchange for the viewpoints of college placement and industrial personnel executives, the JOURNAL welcomes comment on matters of interest in its editorial field. Contributions must be signed although the identity of the writer will be withheld on request.

Educational Reserve

To the Editor:

A number of us who had an opportunity to hear or read David Sarnoff's talk on "Our National Security" were impressed with his suggestion that a National Educational Reserve be established.* A question was raised, however, as to whether these fine scientists would be allowed to teach in our public schools if industry were generous enough to release them. Most states have very definite requirements of education courses without which even holders of Ph.D.'s cannot be "certified." We should be interested in knowing whether State Departments of Education are interested enough in providing top-flight science instruction to issue provisional certificates to these scientists even though they have not had such courses as Educational Psychology, History of Education, Methods and Materials for Teaching High School Science, etc. A. J.

* *Mr. Sarnoff's suggestion of a National Educational Reserve is presented on page 39 of this issue of the JOURNAL.*

Belated Listings

Santa Rosa, California

To the Editor:

A valuable section of the October issue of the JOURNAL OF COLLEGE PLACEMENT from the viewpoint of industries has been the list of college placement officers with interviewing dates. When this listing was instituted and for some time thereafter it served a helpful purpose in providing those seeking to make college contacts with the desired data.

During the past year or two the influx of

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additional companies seeking college graduates has necessitated earlier and earlier contacts with placement directors if desired dates are to be obtained. With some of the larger institutions it is now necessary to make reservation of dates in the spring for a period a full year hence. Under these conditions the October listing has become of historical value only since arrangements for which these data are needed have of necessity already been made.

The suggestion is made then that the listing of college placement officers and interviewing dates be set ahead to the spring issue in order that the valuable data contained therein may be timely under current conditions.

PAUL E. WILLIAMS

Dr. Williams' well-taken point is already under consideration by officers of the Council with the aim of providing these data at a time of maximum value and in the most practical form.

Publicizing Placements

Bowling Green, Ohio

To the Editor:

Many placement officers are so tremendously busy with the great influx of job opportunities that promotion of their services at times must take a secondary role. This is with the increased numbers of companies visiting campuses to recruit and with the job market as open as it is today. There is also the problem of placement offices being understaffed, crowded for space, and, in general, over-taxed in the many myriad details involved in this business referred to as "placements."

An effective evaluation of the methods in publicizing the services of the placement office may, in the final analysis, result in better coverage with less effort on the part of the director. An example of this may be in the use of student handbooks which are given to each senior to explain the functions and services of the placement office. With the use of a

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student handbook, perhaps much of the work can be accumulated, circulated, and contained in one publication.

During this process of evaluating effective promotion of the services of the placement office, the writer wrote to numerous college placement officers in order to determine which methods of promotion are used the most by colleges over the country. A survey was made by sending inquiries to colleges in every state. Forty-eight colleges and universities from twenty-five different states returned information. The tabulation is thus a fairly good cross-country representation.

The questions asked in the survey were as follows:

1. What methods does your placement office use in advising seniors of your placement services?
2. Does your placement office use a student placement handbook?
3. Do you feel that there is a need for such a handbook?

Results were as follows:

1. 15 of the 48 colleges make use of a student placement handbook.
2. 27 offices stated that they felt that such a handbook was needed.
3. Methods of promotion and the corresponding number of schools using these various methods are:
 - a) Notices on bulletin boards of vacancies and interview schedules—36 schools.
 - b) Use of school newspaper—31 schools.
 - c) Notices to residence halls, fraternities, and sororities—15 schools.
 - d) Senior group meeting to advise seniors of the services—20 schools.
 - e) Notices read to classes by faculty members—21 schools.
 - f) Individual conferences or interviews by the placement director with seniors—13 schools.
 - g) Letters to seniors—20 schools.
 - h) Other methods used included:
 1. Distribution of "Placement News" to seniors periodically.
 2. Use of the publication *Career*.
 3. Telephoning.

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4. Career conferences.
5. College radio and T.V. station announcements.
6. Word of mouth.
7. Talks by placement director to various campus organizations.

The results of this survey on the methods of placement promotion indicate that various channels are utilized to advise seniors of the services of placement offices. One cannot state that any one method is superior as each school's situation is different than the next.

JAMES L. GALLOWAY
Placement Officer,
Bowling Green State
University

New Life for New England

Boston, Mass.

To the Editor:

We've heard plenty about the "decline and fall of the New England Empire," but are these reports and statements supported by facts and furthermore is there any reason why

New England industry cannot continue to grow as the country grows?

I shall leave the answer to the first part of this question to the ample sources of factual data from the New England Council, Chamber of Commerce, Associated Industries, and other groups far better able to deny or substantiate this data than I am.

It is to the latter phase of industrial management in New England that I should like to add a few thoughts as one who recruits young men at New England colleges for industry and is interested in their self development on the job in my own Company.

Unless industrial management helps its recruited personnel with management potentials develop and grow—New England industry will not grow!

This area is in competition with all other areas; our industries with all other industries; our management with other management; and our personnel is still free to choose where it wants to work.

So, it seems to me that, first of all, it behooves our New England industrial manage-

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PHILLIPS PETROLEUM COMPANY, Bartlesville, Oklahoma

ment to prepare for and carry through as strong a program of aggressively presenting to our "potential leaders" the needs and opportunities that exist today and for tomorrow in our companies, trades and services here in New England.

Secondly, it will be vitally important, once we have secured top flight young men to join our companies, that we have adequate and practical training and self development plans for them. It will be essential that management stay close to these men as individuals, so as to bring them to maximum productivity as fast as is practical for both parties.

Some of the elements of such a training program must include:

1. *Good orientation*—to industrial work as a whole and to certain jobs specifically, with flexibility enough in the program to provide the opportunity for men to move from their original goal to some other, if exposure indicates to all concerned that this is a sound decision.

That is, a man who starts in production may find he belongs in sales, or administrative work, or vice versa. The first two or three years are particularly important in setting a sound foundation for growth.

2. *Sufficient time*, in training in any one area, to absorb the principles of that operation, but not so long as to mean it becomes boring. And sympathetic, intelligent supervision must go along with this to get the best results. Coaching plus practicing makes the "star" here, as it does on the playing field.
3. *Periodic Appraisal* of performance and attitude of the "trainee," to be followed by counseling by his immediate supervisors is essential, as both a check on progress or otherwise, for both parties, and as a check on the training and self development program for the individual. The "sense of belonging" is a powerful

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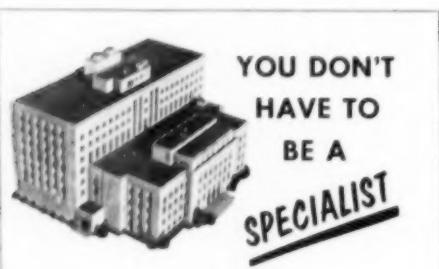
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motivating incentive and just as realistically, if after an adequate period of time it appears the trainee doesn't "belong," it is both fair and sound to end the association promptly.

If industry in New England cannot be competitive along these lines, we cannot blame anyone but ourselves if the young men with growth potentials seek employment in other industries and other parts of the country.

But if our New England companies can truthfully present such a picture in recruiting, then it is extremely important that they do so early and late. An explanation of their training and self development plans, with an accompanying citation of actual case examples, would go a long way to keep top flight young men here in New England industries, because they will see and have opportunities for growth as New England grows.

S. D. CHAMBERLAIN

Director of Management Development
The Kendall Company

Occupational Therapy Suspended

Washington, D. C.

To the Editor:

Recently the May, 1955, issue of the JOURNAL OF COLLEGE PLACEMENT came to this office. The excellent article on armed force opportunities interested me particularly. To cover this broad field for men and women was a tremendous task.

However, the information about the occupational therapy course of the Army Medical Specialist Corps is not currently correct. The course was suspended last year. The other three professional training programs, dietetic internship, physical therapy course, and occupational clinical affiliation in the AMSC are still in effect.

MARY K. CONNELLY

Capt., AMSC
Technical Liaison Office
Office of the Surgeon General



A New Look for the Journal

By **EUGENE W. DILS**, President,
The College Placement Publications Council*

During the past year, by necessity, the College Placement Publications Council has been forced to make some rapid adjustments in order to "keep the show on the road."

In December the Council appeared to be in dire straits. E. Craig Sweeten, Jr., who had served as local representative of the JOURNAL's executive committee, left placement work to become Director of Development of the University of Pennsylvania.

Concurrently, Robert T. Addis who had served as managing editor of the JOURNAL for more than two years, requested an early release so that he might accept a position with the Reynolds Metals Company.

It is a testimonial to Board members that at the end of four months a smooth transition has been effected with new editorial offices established in Bethlehem, Pennsylvania, and new personnel charged with the responsibilities of the JOURNAL. At the same time due

credit should be given Craig Sweeten for sharing in the planning after severing his relationship with placement work and to Bob Addis for completing the March issue of the JOURNAL before turning over the reins to Bob Herrick.

The new editor would have been as surprised as we were, he assures me, had he been told last fall that he would end a 20-year relationship with Lehigh University to become executive editor of the JOURNAL.

"Bob" as he is known to everyone except the Internal Revenue Service and his third grade school teacher is the second generation of a writing family, his father, the late G. Frank Herrick, having been the editor of the *Telegram* in Youngstown, Ohio, where Bob was born.

Returned to Lehigh

After graduating from Lehigh in 1934, Bob spent two years in newspaper work him-

*Dr. Dils is Director of Placement, Stanford University, Stanford, California.



Robert F. Herrick, new editor of the JOURNAL and Everett A. Teal, local representative of the Council and Director of Placement and Counseling at Lehigh University, check galley proofs of an article in the new JOURNAL offices. Executive committee and board members will visit and make use of these facilities at their annual meeting in Bethlehem, Penna.

self before being called back to his Alma Mater as editor of the *Lehigh Alumni Bulletin*. In 1940 he was named executive secretary of the Lehigh Alumni Association and served in this post until 1945 when he was given a leave of absence for Army duty.

On his return to Lehigh in 1946, Bob was asked to set up the University's Department of Public Relations and has directed its activities since that time. By 1956 his responsibilities included the News Bureau, Publications Office, and Mailing, Lithographing, and Audio-Visual Services. He has received national citations for his Lehigh publications and has spoken and written on the subject of magazine production.

Active nationally in the field of public relations and locally on the boards of several civic organizations, Bob lives in Bethlehem with Mrs. Herrick and their 13-year-old son.

Teal Represents Board

The second member of the team which bridged the gap for the Council is Everett A. Teal, Director of Placement and Counseling for Lehigh University and for several years a member of our Board. It has been Ev who has stepped in for Craig Sweeten and has been working with Bob in setting up the new facilities.

Office Completed

By good fortune they were able to locate in the Professional Building, just being completed in Bethlehem, an office consisting of two attractive rooms, available at the same rate as that being paid in Philadelphia where a single space 21 by 8½ feet had served as the JOURNAL office. In order to obtain the new quarters, the move had to be made more promptly than had been planned and furniture located to replace that which generously

had been loaned by Mr. Hardwick for the past two years. Here we were fortunate in obtaining assistance so that the basic equipping of the Bethlehem office could be completed at a most reasonable cost. By early April, business was being conducted "at the new stand."

The Professional Building is conveniently located within two miles of the Freeway bypassing Allentown, Bethlehem, and Easton—the main route from Harrisburg to New York. It is only a block and a half from the Moravian College for Men and another two miles from Lehigh University. Parking space is ample and it is hoped that both industrial recruiters and college placement officials will find it convenient to visit the JOURNAL office in traveling through eastern Pennsylvania.

Annual Meeting June 21-22

Again because of its convenience to delegates, plans are now being worked out for

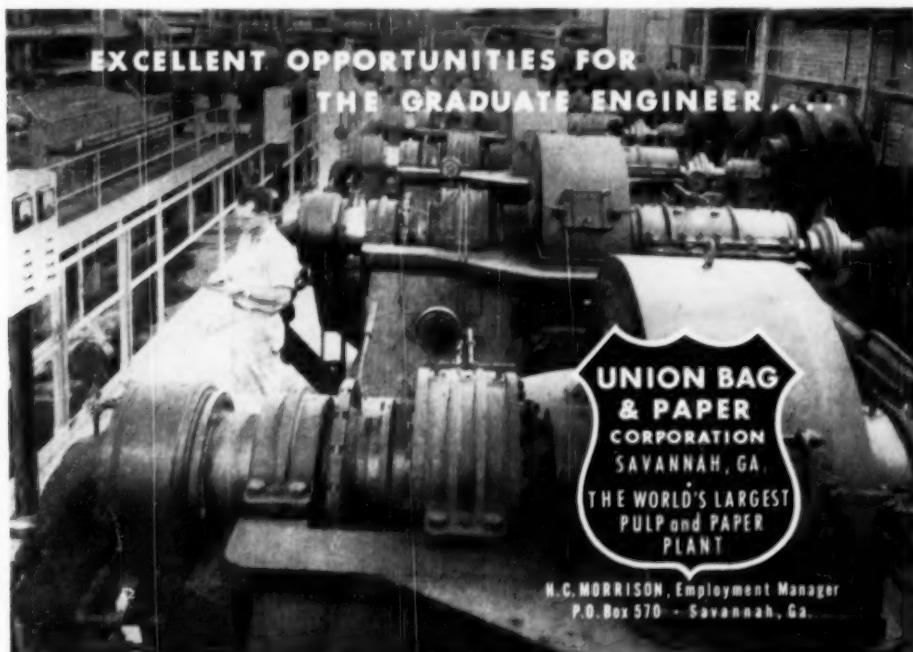
the holding of the annual meeting of the Council in Bethlehem on June 21-22 with representatives being housed in the Hotel Bethlehem and sessions being held at the JOURNAL office and on the Lehigh campus.

Although considerable study is being given to proposed changes in the JOURNAL, both in appearance and function, none of these will be introduced until considered by the Council at its June meeting. As a consequence, Volume 16 is being completed with this issue in its traditional format.

Prospects Are Challenging

I think it is safe to say, as we look forward to the next year of JOURNAL operation and back to the difficulties of the past months, that through the help of many individuals, valuable consolidation has been made possible. The prospects for growth as we face them at the annual meeting should be our most challenging to date.

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A Time For Boldness *(Continued from page 2)*

dollars for faculty salaries in the nation's colleges of arts and science. The value of this latter method is that it aims at the upgrading of the teacher to the position of a first class citizen and thus would make his lot attractive in competition with business and industry.

But even the Ford Foundation gift, by itself, created a relatively small ripple in the educational economy. The McGraw-Hill Publishing Company puts it aptly in its series of hard-hitting messages when it says, "The crucial test of the success of the enterprise of the Ford Foundation in raising faculty salaries will lie in whether it prompts the rest of us—college alumni, individuals, business firms, and legislators alike—to see that it is a great beginning, not a signal for a recess."

It is likely that other corporate gifts of great magnitude, teaching "reserves," and new concepts of education will *all* be required to meet the demands of the next five years. Thus General Sarnoff's proposal and the action of the Ford Foundation have a common objective and evince a common recognition of the vast scope of the educational problem. One offers and the other demonstrates a willingness to meet it boldly.

Currently, educators also are making their contribution by experimenting with new techniques—methods uncompromising where scholarship is concerned yet provident of time and instructional space. All of these efforts will be necessary, and at an increasing pace, if the schools are to meet the surge of population and the nation is to correct a serious occupational imbalance of its own making—while engaging Russia successfully in a long-term technological struggle. This is a time for boldness.

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